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ABSTRACT

This annual report includes narrative reports about the nine colleges in the Los Angeles Community College District (LACCD), summarizing college achievements and problems encountered during the 1983-84 academic year. An overview of the LACCD discusses problems related to fiscal reductions and indecision regarding tuition and funding; the District's demographic shift; and creative developments addressing the need for both access and excellence. Next, narrative reports are presented for Los Angeles City College, East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Los Angeles Valley College, and West Los Angeles College. Each report includes information on the college's mission, functions, and goals; instructional programs; instructional support and student support services; community services; administration and planning; administrative/fiscal services; and personnel services. (LAL)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

COLLEGE ANNUAL REPORTS
1983-84

VOLUME 1. NARRATIVE DESCRIPTIONS

CITY
EAST
HARBOR
MISSION
PIERCE
SOUTHWEST
TRADE-TECH
VALLEY
WEST

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COLLEGE ANNUAL REPORTS 1983-84

VOLUME 1:

NARRATIVE DESCRIPTIONS

NOVEMBER 1984

Office of Educational Planning and Resource Development
Nancy Conrath, Director

Division of Educational Services
Kenneth S. Washington, Vice Chancellor

1983-84 COLLEGE ANNUAL REPORTS, VOLUME 1: NARRATIVE DESCRIPTIONS

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PREFACE

College Annual Reports 1983-84 is a summary record of the achievements colleges have realized and the problems they have encountered during the year. As in previous years, the reports are presented in two volumes, one narrative and one technical, for greater ease in using as references for planning and evaluation.

In this first volume, the narrative reports of the nine colleges are presented. Each individual college report is written according to a format which includes the college's Mission, Functions and Goals; Instructional Programs; Instructional Support and Student Support Services; Community Services; Administration and Planning; Administrative/Fiscal Services; and Personnel Services.

The Office of Educational Planning and Resource Development, Educational Services Division, coordinated the preparation of college narratives, which were edited for consistency of format but not substantive content; they represent the perceptions and judgments of each college.

Annual reports from the District Office and Instructional Television were excluded because purposes and functions, as well as the data provided in the second, technical volume, were not comparable.

ACKNOWLEDGMENTS

Preparation of College Annual Reports 1983-84 relied upon the cooperative efforts of many people. Persons on each campus coordinated the collection of information for college reports, meeting with department chairpersons and service area managers, and synthesizing information into meaningful, coherent narratives. These coordinators were:

City	Dorothy Griffin	Assistant Dean, Research and Development
East	Kenneth Hunt	Dean, Academic Affairs
Harbor	Patricia Wainwright	Assistant Dean, Instruction
Mission	Joe Zera	Administrative Analyst, Administrative Services
Pierce	William Norlund	Vice President, Administration
Southwest	Alyce Robinson	Assistant Dean, Academic Affairs
Trade-Tech	Steven Sachs	Assistant Dean, Institutional Programs and Planning
Valley	Ernestine Palmer	Dean, Academic Affairs
West	Robert Williams	Dean, Planning and Development

Responsibility for coordinating the preparation of the document was assumed by Nancy Conrath, Office of Educational Planning and Resource Development, Educational Services Division, with assistance from Jeanne Landis and Teresa Eng. Secretarial support was provided by Connie Rosano, Rose Marie Patino and Freda Chaett.

Chriss Bertelli designed the cover, and Anthony Calderon oversaw the reproduction of the document.

Overall direction in preparing the final report was provided by Kenneth S. Washington, Vice Chancellor of the Educational Services Division.

OVERVIEW

College Annual Reports provide rich and varied information on the activities, problems and achievements of the nine colleges of the Los Angeles Community College District. Narratives cover the spectrum of college functions: instructional programs and support services, student and community services, administrative, fiscal and personnel services.

Each of the colleges is distinguished by variations in students, programs, size and development. Service areas within the large, metropolitan District vary from urban to suburban, commercial to industrial, affluent to impoverished; cultures often contrast within service areas. Each narrative opens with a description of the communities and students served by the college. With a shared mission and a common set of functions and objectives, each college must utilize available resources to meet local student needs while maintaining districtwide standards for academic and institutional success.

The 1983-84 academic year was beleaguered by fiscal reductions and indecision regarding tuition and funding that continued well into January. Prolonged legislative haggling over community college funding worked to the detriment of confidence in the system; statewide enrollment fell 11% and District enrollment dropped an unprecedented 12%. At the same time, efforts to reform the system escalated. General education requirements and probation standards were tightened; courses regarded as recreational were no longer funded; entering students were increasingly required to take assessment tests and follow course placement recommendations.

The District has experienced a dramatic demographic shift in enrollment over the last ten years, from a 58% majority of whites to a 38% plurality. Declining enrollment of whites, particularly in communities bordering neighboring districts, signalled increasing white flight to white majority, suburban districts. Although the District population is expected to increase at a faster rate than for Los Angeles County, potential students will differ from traditional indices, i.e., middle-class, dominant culture, transfer or job entry-bound, matriculating students. In many parts of the District, low income and education levels of the population indicate an increasing social responsibility to access and educate adult immigrants, high school drop-outs and displaced workers. At the same time, the need to improve transfer and job placement rates, academic standards, and the image colleges have for traditional constituencies may increase barriers to access among these groups.

There have been a number of creative developments addressing the need for both access and excellence. Four colleges, City, Harbor, Mission and West, received Ford Foundation grants to strengthen transfer among low-income minority students. Project ACCESS, an assessment/placement program, was implemented at seven of the colleges and the Harbor College model was a major influence on the matriculation plan developed by the State Chancellor's Office. Several colleges have developed honors programs. At West, honors contracts were developed to extend the range of courses through which students could earn honors program credits. At City and Valley, basic skills courses are teamed with academic courses to strengthen both applications. "Writing Across the Curriculum" projects were initiated at City, Southwest, Trade-Tech and Valley. City, Mission and Pierce reported on the development of Transfer Centers or Committees. Valley has initiated agreements with four-year institutions to reserve seats for students transferring into impacted programs.

Another major thrust was the development of computer-related instructional programs and support systems. Equipment was acquired through Vocational Education Act (VEA), Joint Training Partnership Act (JTPA), Employment Training Panel (ETP) and private industry funding. Harbor initiated a computer literacy class for liberal arts students; Southwest has a large computer-assisted instruction program in basic skills; Trade-Tech developed an institutional data base for enrollment, accounting and personnel assignments, and is outfitting departments with equipment for electronic communication and program review. Many colleges are developing microcomputer laboratories for use by several departments.

Funding shortages still inhibit equipment purchases, but colleges are finding special-fund sources. The VEA, JTPA and ETP programs, coordinated by the Office of Occupational and Technical Education, were major sources, but special project funding was also up 14% this year over last. Most colleges have, or are developing foundations.

Attention was directed toward college/community relationships and recruitment, as matriculation and joint programs with business and industry increase in emphasis, and as the need to restore enrollment losses became urgent. West developed Project Thrust, a recruitment effort, and Valley has formed a Patron's Association and established liaisons with area business and industry associations.

Problems reported by colleges include budget and staff reductions, particularly in support services. Libraries, learning and media centers, admissions and records, and maintenance services were cited most often as casualties; inadequate clerical support throughout the campuses was noted.

In spite of fiscal hardships and a challenging outlook for the future, this year's annual reports were generally optimistic. Every college report includes examples of individual and/or institutional efforts that countered the general malaise caused by underfunding. There appears to be an acceptance that institutions are in transition and are responding to change. The need to tool up for social and technical change is apparent throughout the reports. West developed a Planning and Priorities Committee; Valley and Mission have organized planning committees.

Special activities were major efforts at many colleges: the Field Hockey Olympic Venue at East and the Olympic practice track at Southwest, accreditation visits at Mission, Valley and Pierce, the Grand Theater schedule at Trade-Tech and the installation of a foreign language laboratory at West.

Yes, District colleges are surviving; they are facing problems, moving ahead, and continuing to serve students with imagination and care.

THE COLLEGE

Community Served by the College

The major geographic community served by Los Angeles City College (LACC) consists of the North and South Central areas of Los Angeles. The population of over a million persons in this "community" is multi-ethnic, multilinguistic, low-income, and predominantly older than 35 years of age. Census data for 1980 indicate that 42% of residents 18 years of age or above had fewer than 12 years of schooling, and another 28% had just 12 years.

In Fall 1983, 79% of the College's enrollment came from these two areas, 53% from North Central and 26% from South Central Los Angeles. About five per cent each came from the Western, Southwest, and Eastern service areas; and the remaining 5% came from other areas within or outside the District. Since 1980 these percentages have remained stable, as have Fall enrollments of 20,000 or more, until the Fall 1983 figure dropped to 17,568.

Among the approximately 600,000 persons living in the North Central area in 1980, 50% was white, 33% Hispanic, 13% Asian, and 4% black. Using these census figures, however, the participation rate in Fall 1983 was 1% among whites and Hispanics, 3% among Asians and 4% among blacks. The rate for the total service area was 2%. The median income for the area was $18,072, below the District median of $23,120. Eighty-two percent of the area population over 17 years of age was above 25 years and 55% was more than 35 years. One-third of the population over 18 years of age had less than 12 years of schooling and one-fourth had 12 years, or the equivalent of a high school education.

In the South Central area, among approximately 453,000 persons in 1980, slightly more than 40% was Hispanic; a little less than 40% was black, slightly more than 10% was white and less than 10% was Asian. In Fall 1983 the participation rate among Asians was 2%, among blacks 1.5%, among Hispanics 5%, and among whites 4%. The rate for the total area was 1%. The median income of the area, $10,991, was barely above the national poverty figure of $10,200 and was the lowest in the District. The median income in some sections of the area was $8,597, more than $2,000 below the national poverty level. Over 75% of the area's population 17 years of age or more was above 25 years, and 50% exceeded 35 years. Among persons 18 years of age or older, half had less than 12 years of schooling and only one-fourth had 12 years of education.

In general, the College's student body reflects the above percentages. Analysis shows, however, that the four large ethnic categories contain great linguistic diversity. For example, "white" includes Armenians, Croations, and Islamic peoples. "Asian" includes Japanese, Korean, Filipino, Vietnamese, Thai, and both Mandarin and Cantonese Chinese peoples. Census data for 1980 show that the population of the major service areas contained 1.7% or 18,740 Japanese, 2.1% or 27,012 Chinese and .2% or 2,328 Asian Indians. These percentages, however, are each well below the 5% Affirmative Action limit, and nowhere near the 36% Hispanic population. Over 23% or 4,000 of the College's enrollees is Asian, representing large numbers of speakers of many Asian languages and dialects. It is not surprising, therefore, that half of all entering students tested in 1983-84, more than 10,000, selected the English as a second language (ESL) form of the College Placement Examination. Understanding this phenomenon is crucial to the development of instructional programs and services.

The "community" served also includes many District and greater Los Angeles residents who seek enrollment in this College because it offers programs of exceptional quality not available elsewhere in local community colleges. These unique programs include Cinema Animation and Graphics, Cable Television Technology, Dental Assisting, Dental Laboratory Technology, Dietetic Technology, Food Service Supervision, Nuclear Medicine Technology, Occupational Therapy Assisting, Ophthalmic Optics, Public Relations, Radio Broadcasting, Radiologic Technology, Television Broadcasting, Professional Theatre Academy, and Vision Care Technology. The "returning student" who already has a degree is, in increasing numbers, enrolling in health profession curricula as well as other vocational areas such as radio, cinema and television.

Mission and Functions Statement

The mission of Los Angeles City College has been to offer a comprehensive program of occupational and transfer curricula, developmental and continuing education, and community services programs which serve the educational needs of its "community." A full range of services to assist students in their development has been designed but cut back considerably due to budgetary restrictions. All programs are offered within a policy of open-door admissions and are based on assessed community needs and student educational goals.

College Goals

College goals represent ideals, not guarantees of complete achievement.

1. Each student who receives a certificate and/or who graduates from an occupational curricula will have the knowledge and skills necessary to be successfully employed in the areas of preparation.
2. Each student who graduates from a transfer curricula will have the knowledge and skills necessary for successful upper-division study.
3. Each student will be able to clarify individual personal goals and values and develop a philosophy of life and means of achieving identified goals.

4. Each student will have the knowledge and skills necessary to be an independent self-learner, communicator, and effective problem-solver.
5. Each student will acquire the knowledge, skills, and appreciation essential for effective use of leisure time.

Institutional Process Goals:

1. The College will offer comprehensive liberal arts curricula, a broad range of certificate and associate degree programs, and continuing education based on the needs of the communities it serves.
2. The College will offer career programs based on projected employment needs.
3. The College will maintain careful articulation with four-year institutions to insure successful student transfer.
4. The College will provide student services, including program planning, career advisement, developmental and compensatory education, financial aid and student activities to facilitate student growth and success in the academic, social, and economic community.
5. The College will develop programs in alternative learning styles to meet the individual needs of students and to insure personal, academic and professional growth.
6. The College will offer students and community residents cultural programs, short courses, workshops, and other educational experiences of interest to them.
7. The College will provide community services programs for local residents.
8. The College will make its facilities and resources available to members of the community for their educational and recreational use.
9. The College will provide equal opportunities for all members of the community through affirmative action policies and practices.
10. The College will provide opportunities for all members of the community to participate in campus governance.
11. The College will maintain a consistent flow of information regarding its activities and programs through appropriate media and organized public relations functions.
12. The College will maintain its physical plant and environment in a manner best suited to support the institution's programs.

College Organization

Following the District reclassification of administrative positions, the College realigned departments and service units into two major groups, Academic Affairs and Administrative Services, each headed by a vice president reporting to the president. An organization chart of these new groupings is presented at the end of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Disciplines and Programs

The decline in collegewide enrollment from Fall 1982 to Fall 1983 shows a generally even distribution across the curriculum. For example, the 13% decrease in all types of English enrollment was the same as it was for the total enrollment of the College.

There were gains in weekly student contact hours (WSCH) in four areas: mathematics, public services, foreign languages and architecture. Losses occurred in fifteen disciplines, with percentage losses greater than gains. Percentage losses ranged from 2% to 32% while gains stayed within 2% to 6%. Program WSCH among the gainers ranged from 1,419 to 16,120. While all four areas offer courses classified as transferable, mathematics also offers prerequisite and remedial courses, and architecture and public service disciplines offer occupational courses. Among areas showing losses, program WSCH ranged from 2,203 to 20,650.

The College Placement Examination program, using English as a native language (ENL) or English as a second language (ESL) tests, has expanded to provide entry-level scores for a number of other disciplines and programs in addition to English. Diagnostic testing prior to enrollment, accurate placement and remediation when needed, and the pairing of academic courses with appropriate skills courses have been integrated into instructional and advising programs. These efforts promote the academic success of students and support individual incentives to achieve educational goals.

Another familiar problem, however, may be showing new dimensions: the difficulty students have in defining their educational goals. A recent District survey, "Student Educational Goals by College, Fall 1983," shows that at City, 43% of the students responding checked "undecided" as a current educational goal. This percentage is the highest in the District for this category, approached only by Southwest at 40%, and is only slightly less than the combined percentage at City of respondents checking both vocational and transfer goals. The goals "General Ed AA" and "Other," both at 4.5%, made up the balance of responses. Statistics fifteen years ago showed 45% of students declaring transfer majors, 45% declaring vocational majors and 10% undecided. The changes in ethnic composition may contribute to this 33 percentage point increase in undecided students. Substantial increases over the past several years of ESL students requiring remedial courses may also contribute to the change.

Transfer. The foreign language group of disciplines, consisting of transferable courses and in the medium WSCH range, gained 3% in WSCH. The physical science, social science and biology groups consist largely of transferable courses, although some also are used to meet general education requirements in both transfer and vocational programs. Also in the medium WSCH range, they showed losses commensurate with the College's overall percentage decline.

In a recent project funded by the Ford Foundation, and designed to increase opportunities for transfer among low-income minority students, the pairing of academic courses with prerequisite skills courses was initiated. Examples are Business Data Processing 1 paired with English 1 and Introductory Physics paired with Trigonometry. The pairing concept requires that the written assignments for the academic course be done as assignments in the skills course, and the content of the skills assignment be taken from the academic course. The content/skills pairing concept has created a great deal of interest among faculty, and has spread from academic to technical and vocational areas. Requests for the scheduling of paired courses have tripled.

Transfer education has also been supported by the establishment of a Transfer Center within the Counseling Department.

Vocational. Among vocational programs, computer technology showed a small gain, which, as with the gain in architecture, may have been helped by special grants for equipment purchases.

The health professions group has remained steady; internally, there have been small gains and small losses with the group as a whole matching the College overall percentage decline. These programs have more definite vocational objectives than others in that the certificates and/or associate degrees earned qualify students for licensure and employment directly in the fields of their majors.

Developmental. The largest block of developmental enrollees is in remedial ENL and ESL courses offered by the Developmental Communications Department. The WSCH loss in developmental communications courses was 15%. This department has depended heavily on hourly instructors. Reductions in the hourly budget led to cancellations of classes, some of which were five-unit offerings; these factors contributed in part to the decline in WSCH.

The College's ESL program is very strong, and 56% of enrollment is in developmental/prerequisite courses. The program includes courses in the English, Developmental Communications, Speech and Learning Skills Departments. The number of ESL courses totals 19, with 89 sections compared to 10 ENL courses with 70 sections. The Learning Skills Center also offers individualized instruction with enrollments of somewhat more ESL than ENL students.

Achievements in all of the above courses and programs progress toward Student Performance Goals 1, 2, 3, 4; and Institutional Goals 1, 2, 3, 4, 5.

Instructional Support and Student Services

Library and Learning Centers. Use of the Library's services and collections has decreased marginally, partly because of enrollment decreases but also because of reduced hours. Budget cuts and inflation continue to reduce acquisitions.

The Learning Skills Center (LSC) expanded its physical facility to include a Testing Room, which provides an environment conducive to producing reliability and validity of test results. Curriculum additions include a pre-algebra module, ESL conversation workshops and computer-assisted instruction in basic skills areas. The largest problem was budget decreases, including a 50% cut in the Center's student assistants, which had a serious impact on tutorial services and individualized instruction. Students in upper-division mathematics courses had to be referred to the Mathematics Department for tutoring. The Center's tutorial services were limited to developmental courses.

A grant for limited English proficient (LEP) students was received which provided an hourly rate ESL specialist for individualized instruction and group workshops. The retention rate for the LEP students was 82% compared to a rate of 67% for enrollment in all LSC modules. Work is in progress to provide additional assistance to LEP students, as they frequently require more than one semester to complete LSC modules and thus gain language proficiency.

Special learning centers serving students with instructional equipment in other departments such as Chemistry, Life Sciences, Nursing and Office Administration have had staffing problems when student assistant funds were cut. The Writing Laboratory, in the English Department, experienced similar problems when staff funds were cut. Reduced hours led to a drop of 40 students enrolled in Fall 1983 and a resultant loss in WSCH. In Spring 1984, the Lab was able to enroll approximately 200 students, but the quality of the help students received was questionable becase of fewer hours and the absence of a Learning Skills Instructional Assistant.

Achievements in instructional support progress toward Student Performance Goals 1 through 5, and Institutional Process Goals 1 and 5.

Counseling and Services to Special Clientele. Between July 1983 and June 1984, 33,000 students visited the Counseling Center and signed the roster to talk to a counselor. Group counseling sessions were held for all probationary, pre-nursing and engineering students, athletes and ex-offender students, thereby reducing the number of individual appointments required and making better use of the reduced counseling staff. In order to place students in appropriate courses, College Placement Examinations were administered to over 10,000 students, Michigan (ESL) tests to more than 5,000 and Stanford Achievement (ENL) tests to nearly 5,500 students. These test scores are used as prerequisites for enrollment in 44 courses and 11 departments including Business Administration, Broadcasting/Cinema/TV, Chemistry, Computer Technology, Developmental Communications, English, Nursing, Office Administration, Radiologic Technology, Speech, and Theater.

The full counseling staff was available for registration both semesters. During the Spring 1984 registration, counselors experimented by using a videotape to provide enrollment information that reduced questions later. Advisement and program approval were given for every student registering in person. Counselors also worked closely with many departments, visited high schools, and developed a resource directory for referrals. Because the Psychological Services Center was closed for lack of funds, many more disturbed students visited the Counseling Center than in the past, and referrals became very important. A counselor administered specialized tests as necessary.

During this same period, 1,273 students used the new enlarged facilities in the Career Center. The Director visited classrooms on request and made group presentations in the Center. The program, however, is rapidly approaching the time when the bulk of its career resource materials will be out of date and no longer of use to students. Updating has been impossible under present budget limitations.

The Transfer Center, staffed by personnel from local universities, served 631 students. A College Transfer Day was held during the fall in the Student Center with representatives from California universities and black colleges nationwide.

The Veterans Affairs Office processed and certified 662 veterans for approval of earned educational benefits from the Veterans Administration.

In 1983/84, the College's allocation for Extended Opportunity Programs and Services (EOP&S) was reduced for the second consecutive year, a result of the overall drop in enrollment. The service area most affected has been the tutoring program, where allocations dropped 58% in two years, from $92,815 to $40,450.

The evaluation and development of existing EOP&S services have resulted in new noteworthy activities. Outreach and recruitment components became very important in the Spring 1984 enrollment drive; the visitation of ten LACC feeder high schools in one day was coordinated, and 300 high school seniors were given orientation seminars. Information on the early calendar and enrollment fee, both new in Fall 1984, was publicized and financial aid workshops were held. Book grants amounting up to $50 each were given to 1,775 students by EOP&S. Many of these students were recruited to the College and to the EOP&S program. The EOP&S Integrated Student Data Reporting System was implemented, and the Academic Assurance Program continued to provide ongoing monitoring of EOP&S clients.

Handicapped Student Programs and Services (HSP&S) aided more than 500 students, approximately the same number as in 1982/83, but with greatly reduced funds. Drastic reductions were made in the overall availability of services, such as registration assistance, reader services for the blind, job placement, access to special equipment and materials in the

Learning Resources Center for the Disabled, interpreter services for the deaf, and personal and academic counseling. For example, counseling services were cut 64%, and the Homebound Program for the disabled was cut by 50%. Eliminated were tutorial services for the disabled and mobility assistance for blind students. Through the dedication of existing staff members, the program survived a very difficult year.

Work stations for the Handicapped were delivered to the Chemistry Department, but they did not match the specifications agreed upon by the Department Chair and the Director of Handicapped Services. There is concern about the safety of students using this equipment and adjustments need to be made so that the Department can safely serve handicapped students.

Financial Aid. For the fourth consecutive year, the College's Financial Aid Office has utilized 100% of its Federal allocations in the College Work Study and Supplemental Educational Opportunity Grant programs. The reorganization of the Financial Aid Office made possible a decrease in the turn-around time for processing all Financial Aid applications while insuring Office of Education compliance regulations. The College completed the outstanding Federal Audit, with an error factor of .6%, while disbursing $5,957,707, to 11,205 students using an operational system that was 60% manual.

Admissions and Records. For the first time the College has a one-step registration system. Students registered and paid fees in one location. The Cafeteria has been altered and improved to accommodate this function. A fee collection system in adapted cafeteria facilities permits the collection of money in a secured central area. By collecting money at the registration area, students can complete their registration without long lines at the Business Office. Use of the Cafeteria also makes it unnecessary to use the Women's Gym any longer; this had formerly disrupted the women's physical education program.

Because of the imposition of new fees, a completely new registration process had to be designed. In addition, an entirely new mail registration packet using a "Compurite" process, developed by Moore Business Forms, was implemented with the assistance of Mr. Jess Craig, Assistant Dean of Admissions at Southwest College and Mr. Phil Stein, Assistant Dean of Admissions at Pierce College. The computerized process allowed all colleges to handle mail registrations in Spring 1984. Previously, only City had a system for mail registration.

Plans to implement new Title 5 regulations regarding the enrollment fee were developed during the spring to prepare for Fall 1984 registration. Changes in registration procedures were made to accommodate the early Fall 1984 calendar.

Cost estimates and final design plans for a Call Sequencer in the Admissions Office were completed. The District was to fund the project, but the final processing has not yet been completed. The sequence would provide greatly improved telephone service for the public and reduce the number of calls answered by the staff in the Admissions Office.

Severe reduction in staffing levels has had a drastic impact on productivity levels in the Admissions Office. A tremendous backlog of problems remain unresolved. Permanent Record Cards for the Fall 1983 semester remain unprocessed for about 5,000 students. Many more registration problems remained uncorrected by first census, resulting in additional average daily attendance (ADA) losses to the District. Transcript processing time increased from seven to about twelve working days. Grade changes remain unprocessed for weeks. Filing often remained unprocessed, which can have a severe impact at the time of the annual attendance audit. The Microfilm Unit suspended operations for five months because staff members were needed to handle transcript requests, work the information windows and handle many other routine duties. Trained and experienced employees have left the Admissions Office because of the increased workloads, lack of pay increases and staff reductions. This has had a very negative impact on the quality and quantity of work being performed. Failure to allow the College to hire new employees to fill these critical positions has contributed to the low morale and low productivity of the Office.

Student Activities. Extracurricular activities experienced a growth trend over the last fiscal year. Thirty clubs were chartered and more than 400 program applications were processed. On-campus facilities were constantly being used by various community and civic groups.

The Associated Student Organization (ASO) appropriated 98% of its budget to support a large and varied number of College programs: $30,000 to restore district property, make renovations to the student center, conference room, Student Services and ASO offices; $15,000 for book grants and emergency loans; increased financial allocations to department and campus groups; funding for the College's student orientation program; scholarships for needy students; establishment of a fund to assist students with enrollment fees; and the employment of two former District employees to work in the Business and Student Affairs Offices.

A survey conducted by the ASO and the Student Services Office documented that students want programs markedly different from those offered in the past. Students seem to be more politically motivated and to want an emphasis placed on information and assistance types of programs; examples include information on programs which address current trends in various fields of education, expanded child care services for day and evening students, more scholarships and financial aid packages, and a health insurance program.

Members of the ASO express concern that financial problems will occur in the future because students will be unable or unwilling to pay an ASO fee after paying the enrollment fee.

Achievements in student support areas progress toward Institutional Process Goal 4.

Special Services. In spite of severe staff reductions, approximately 10,500 students were serviced by the Student Employment Office and about 8,000 were sent to job interviews. Every week over 50 employers call the Office with new offers of employment, and over 100 jobs are received by mail. Estimates of how many students actually find employment are difficult to gather, because employers often fail to report, students do not inform the Office, and many times the job offer is made weeks after the initial interview has taken place. Of the more than 1,500 jobs that were listed this year, closest estimates indicate that over one-third of them were filled.

The Office is also responsible for the placement of on-campus college work study (CWS) students and for monitoring other on-campus employment programs. Additional services offered by the Office are workshops on how to find a job, lectures on resume preparation, visits to vocational classes to introduce students to interviewing techniques, and videotaped workshops on job interviewing. A number of major employers have visited the campus throughout the year, and a job fair was featured during the end of the spring semester.

The Student Information Center received 20,360 requests, and the Re-Entry Center over 3,800 sign-ins. Peer counselors from the Human Services program assisted as volunteers in both Centers. The Re-entry Center offered programs throughout the year, including a Los Angeles Police Department Women's Recruitment Day, presentations on "Women and Medication or Drugs" and "Teach Your Child to Say NO", and a celebration of Black History Week.

Community Services

Non-Credit Classes. The College has the largest self-supporting Community Services program in the state, offering 2,500 classes and enrolling upwards of 26,000 students during the year. In addition to recreational and cultural programs which are provided in response to community needs, the staff cooperates with neighboring ethnically diverse community service groups in joint planning and the development of a great variety of offerings. There has been closer articulation between Community Services, the Office of Academic Affairs, and outside agencies. The program in Nursing Education for relicensure is an example. Community Services, the Office of Academic Affairs, the Nursing Department, the education departments of several local medical centers and the State Board of Registered Nursing pooled information, needs and expertise in designing such programs. Further, Community Services, the Office of Academic Affairs, and Business Administration and Law Departments cooperated with the State Department of Real Estate in designating and offering courses for basic and continuing real estate license requirements.

Program development also increasingly involves cooperative planning by individual faculty and department chairs to be sure that credit and non-credit needs are not duplicated. Facilities are shared by both delivery systems, extending access to programs for community residents. Cultural offerings for the community included musical programs, art exhibits, and theater productions, including the Los Angeles premier of "Nicholas Nickleby", described by the Los Angeles Times as a compelling, first-rate production.

Achievements in these community services areas progress toward Institutional Process Goals 6, 7, 8 and 11.

Administration and Planning

Long-Range Planning. As part of the districtwide Committee on Access and Excellence, Dorothy Hata, Vice President of Administration, chaired a planning task force on student services and Paul Whalen, Vice President of Academic Affairs, chaired one on community services.

Major Research Projects. The College was not able to conduct any major research studies, but several brief investigations were conducted for administrative and accreditation purposes. The College also participated during the spring semester in a districtwide survey of students regarding their financial needs and the impact of first-time enrollment fees.

Special Fund Development. Special funds were acquired by the College in response to both transfer and vocational program needs. The recent Ford Foundation grant to increase transfer opportunities for low-income minority students has been described in the section on Transfer under Instructional Programs. Since a major goal of the College is to assist the transfer student to succeed, special funds could not be better placed. It is too early to evaluate results except to note that the basic idea of pairing skill courses with academic courses has gained significant acceptance among faculty, including those teaching in vocational programs.

Special funds supporting vocational programs served another major goal of the College, to provide high quality laboratory instruction for occupational students. Vocational Education Act (VEA) allocations were the largest single source of funding; awards totaling $199,288 were distributed among eleven occupational programs. In most instances funds paid for new equipment, critical at a time when the College has no regular equipment budget, and when students particularly need the benefit of training on up-to-date equipment in order to qualify for employment.

The largest single amount, $40,000, was used to purchase microcomputers for the first phase development of a centralized computer laboratory to be used by several vocational programs.

To meet the needs of displaced workers in the community, the College sought and received a special grant through the Federal Job Training Partnership Act (JTPA) to set up a Displaced Worker Training Center. Working with California's Employment Development Department (EDD) and the Los Angeles Business Labor Council, the program screens unemployed workers referred to it by local EDD offices, assesses their abilities, provides training for basic skills using the latest audiovisual methods, and provides job placement assistance. The objectives of the program are to help displaced workers relocate in a job using newly acquired basic skills, and to find positions that may offer training opportunities which develop new skills or upgrade existing ones. Stress counseling, provided by staff from the Suicide Prevention Center, helps participants deal with the frustration of looking for work and meeting the challenges of major changes in everyday living.

Other Projects. Five major accreditation self-studies were drafted. The documents for the Dietetic Technician and Food Service Management programs were completed by July, 1984; documents for the Dental Assisting, Dental Laboratory Technology and Registered Nursing programs are nearing completion. A self-study for the Dietary Management program has been started, and the Five-Year Review report for the Accrediting Commission for Community and Junior Colleges is being completed. A team from the Commission visits the College in early October; the American Dental Association teams visit in February, 1985; and the Board of Registered Nursing will be on the campus in March, 1985.

Achievements in these areas progress toward Student Performance and Institutional Process Goals 1 through 5.

Public Information. The Public Information Office focused increasingly on recruitment strategies. These included specialized press releases and media announcements which were sent to more than 100 local outlets. Nearly 4,000 mail and telephone requests were answered during the year. A new college brochure was prepared and sent to 5,000 graduating high school seniors.

As part of several successful public relations campaigns, the Office actively sought College exposure in the Los Angeles Times, which ran feature stories on City's Arnold Clejan Scholarship Fund and the production of "Nicholas Nickleby."

The Office assumed the additional duties of processing all foreign student requests and routing all general LACC mail; the Public Information Officer also chaired the graduation committee.

Community Relations. Major community relations efforts have been discussed above, and include counselor visits to feeder high schools, the Transfer Center staffed by personnel from local universities, EOP&S involvement in high school visits and orientation, cooperative college/university faculty workshops, and contacts with the Employment Development Department (EDD) and the Los Angeles Business Labor Council in setting up the Displaced Worker Training Center.

Administrative/Fiscal Services

Facilities. The Cafeteria Building was adapted as the permanent registration facility, consolidating the various functions of student registration scattered throughout the campus into a single, secure location. This shared facility, used for student dining during non-registration periods, increases space utilization and frees areas heretofore used exclusively for registration.

Two underutilized spaces in the Library were converted to a 50-station media retraining center for the displaced workers program. Stations include state-of-the-art audio-visual equipment in individual study carrels. A lecture room in Franklin Hall was converted to a 30-station Commodore personal computer classroom. Using special funds, a drafting classroom was converted to an electronic computerized drafting laboratory for architecture students.

Security and Safety. Statistically, the campus has moved toward achievement of a safe environment. Crime reports were down 50%, injury reports down 50%, and incidents requiring reports down 10%. Improvements in response time and corrective actions have also resulted from officer participation on a campuswide Safety Committee formed this year.

An intern program has been planned for Administration of Justice students, which will utilize up to 25 students per semester as security trainees on the campus. This program will not only assist officers but increase the visibility of security throughout the campus.

A major emphasis at the College is disaster preparedness. Four campuswide earthquake drills were held during the year; each was followed by debriefing and planning sessions.

Plant Operation and Maintenance. The greatest problem in this area has been the 53% loss in maintenance personnel during the year. Emergency, safety and health requests are attended to on a timely basis, but all routine maintenance and programmed repairs and services are done only when time permits. Main concerns are for the functioning and condition of plumbing, heating and air-conditioning installations and equipment, and for the possible hazards involved when only one qualified person is available for a job, who must therefore work alone in an area.

The 26% reduction in custodial staff has resulted in an overall lower degree of cleanliness throughout the campus. The majority of sites are now on an every-other-day cleaning schedule; exceptions are those areas requiring more frequent cleaning to comply with health and safety regulations. As a consequence, the appearance of the campus has deteriorated markedly.

Energy Conservation. The computerized energy management system, installed in 1981, continues to function well and has proved to be a wise investment. Although the system will never again achieve the dramatic savings of the first two years, it has managed to consistently hold down energy consumption to the lowest possible levels.

Budget. The College Budget Committee met a number of times for information briefings by the president, and to make recommendations on problem areas. The composition of the committee represented major segments of the college community. A subcommittee was formed to consider specific problems in the area of supply funds and their allocation. Budget considerations mainly dealt with equitable distributions of painfully restricted Component I allocations.

Achievements in administrative and fiscal services areas progress toward Institutional Process Goals 10 and 12.

Personnel Services

Procedures and Record Keeping. Improved efficiency resulted from expanded on-line access to the District computer. The ability to enter encumbrances on a CRT terminal cut processing time in half. This new time-saving procedure has been a tremendous help in this period of staff shortages. The ability to utilize terminals for budget transfers came late in the year, but this application also will save time. At the end of the year, the Payroll Unit finally received a terminal; they will now be able to receive checks quickly, and speed up the paying of employees with new assignments. The Personnel Unit with the RPA (Request for Personnel Assignment) system was able to improve work flow and reduce the number of rejects and unmatched salary payments.

Affirmative Action. There were decreases in the College's workforce in all seven of the District's established Equal Employment Opportunity (EEO) occupational categories. Remaining unmet goals are predominantly for Hispanics in administrative positions and all minorities in faculty, technical, and service maintenance positions--a total of 36 persons.

Staff Relations/Labor Concerns. The College has pursued an ongoing effort to foster good staff relations and high morale. During the Fall 1983 fiscal crisis, however, latent polarizations extending beyond the campus became sharply clear. Plans to dismiss approximately 500 members of the District's classified staff were initiated. Morale among personnel throughout the District deteriorated rapidly. Later in the fall many persons facing lay-off or transfer took early retirement or resigned to take other jobs. Dollars were saved but staff at all levels were decimated. By the end of the year, some staff were replaced, the threat of lay-offs diminished, and staff relations improved. But fiscal stability and a strong recovery will not be possible until the effects of the new early calendar, the new enrollment fee and districtwide recruitment efforts on Fall 1984 enrollment are evident.

Staff Development. Faculty from every department attended numerous meetings and workshops in their respective fields. A common discussion topic at meetings was the improvement of reading and writing skills, frequently coupled with skill needs in other academic disciplines. For example, selected faculty participated in workshops on "Reading and Writing Across the Curriculum," part of a cooperative project with the University of California at Los Angeles (UCLA). The chair of the English Department took part in planning sessions and presented a paper at the District/UCLA Conference on Teaching ESL Composition in Spring 1984. Seven members of the English Department attended. At a one-day conference held at UCLA for community college instructors, Los Angeles City College president, Dr. Feuers, gave the keynote address, "Reading is Everyone's Business."

In addition, the resources and staff of the Los Angeles County Superintendent of Schools Office have been utilized to provide staff development at no cost to City College faculty.

Counselors, classified and management staff also attended workshops and seminars throughout the year.

SUMMARY

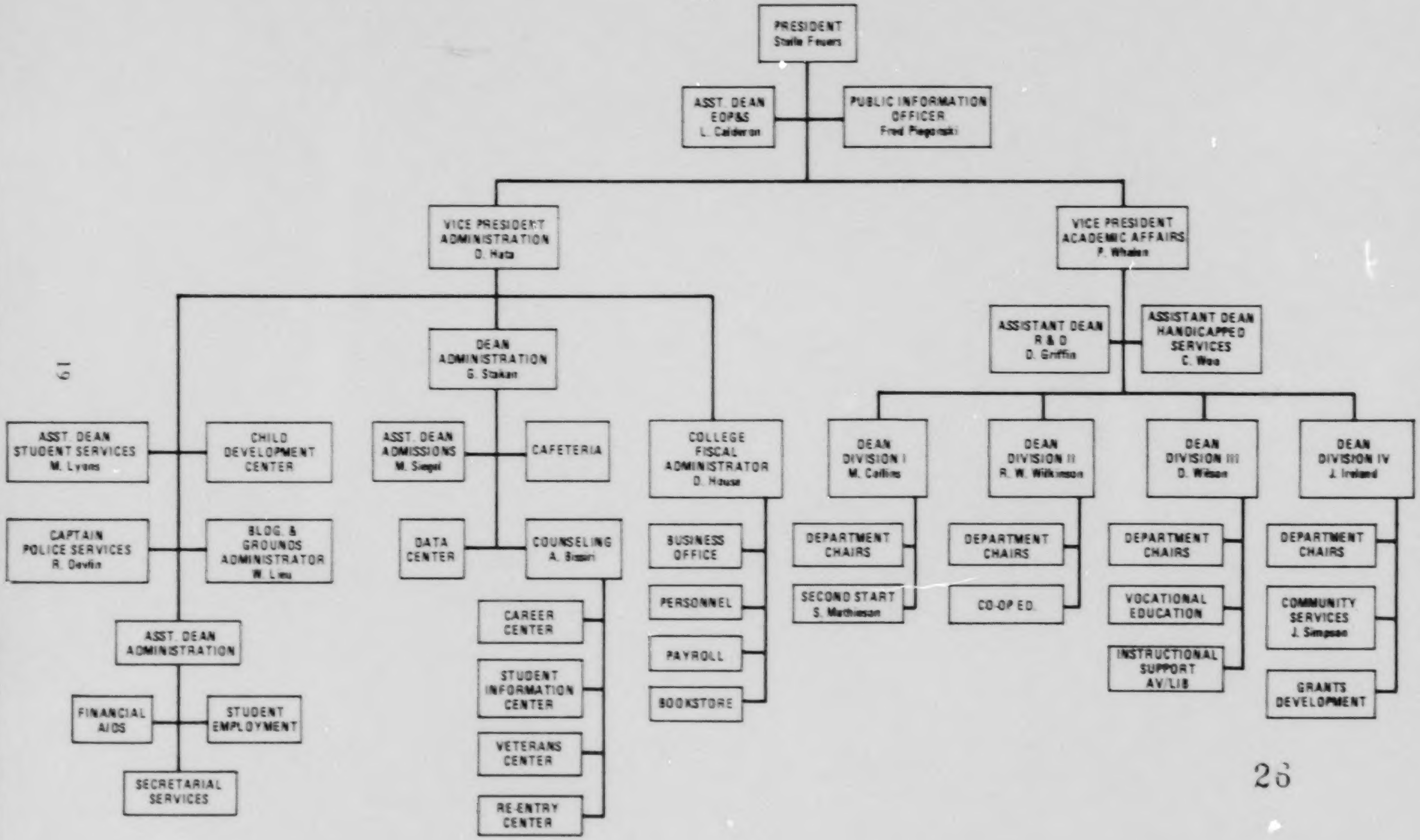
About 80% of City's students come from the North Central and South Central geographic areas of Los Angeles. The population of over a million persons in this "community" is multi-ethnic, multi-linguistic, low-income, and predominately older than 35 years of age. The number of Hispanics and Asians has been increasing while blacks and whites have been decreasing. In 1980, only 28% of the residents 18 years of age or older had 12 years of schooling or the equivalent of a high school education, and 42% had less.

In general, the College's student body reflects the aforementioned characteristics. Analysis shows, however, that each of the four large ethnic categories contains great linguistic diversity. For example, "white" includes Armenians, Croations, and Islamic peoples. "Asians" include Japanese, Korean, Filipino, Vietnamese, Thai and both Mandarin and Cantonese Chinese peoples. Among the more than 4,000 Asian students, 23% of enrollment, are native speakers of many Asian languages and dialetcs. It is not surprising, therefore, that half of all entering students tested in 1983-84, over 10,000, selected the ESL form of the College Placement Examination. Understanding this phenomenon is crucial to the development of instructional programs and services.

The decline in collegewide enrollment from Fall 1982 to Fall 1983 shows a generally even distribution across the curriculum. The College Placement Examination program, using either ENL or ESL tests, has expanded to provide entry-level scores for a number of disciplines and programs in addition to English. Diagnostic testing prior to enrollment, accurate placement and remediation when needed, and the pairing of academic courses with appropriate skills courses have been integrated into the instructional and advising programs. These efforts promote the academic success of students, raise standards and support individual incentives to achieve educational goals. Another familiar problem, however, may be showing new dimensions: the difficulty students have in defining their educational goals. Results from a recent District survey show that at City 43% of the students checked "undecided" as a current educational goal. This choice, the highest in the District, is only slightly less than the number of combined responses checking vocational and/or transfer goals, and contrasts sharply with the fact that only 10% of students surveyed 10-12 years ago was undecided. A recent Ford Foundation funded project, designed to increase opportunities for transfer among low-income minority students, paired academic courses with skilled courses. The initial success led to pairing in vocational areas also. The health professions group has maintained steady enrollment, with very high employment percentages following completion of training, and vocational programs in computer technology and architecture showed gains which may be due in part to special grants for equipment. The College's ESL program is very strong with 44% of its enrollment in transferable courses and 56% in developmental/prerequisite courses.

All instructional and support services felt the adverse effects of reductions in personnel and resources. For example, several instructional departments which depended heavily on hourly instructors experienced declines in WSCH when cuts in the hourly budget led to cancellations of classes, some of which were five-unit offerings. Further, severe reductions in staffing levels have had a drastic impact on productivity levels in the Admissions Office. Reductions in maintenance and staff have resulted in long delays for other than emergency requests; and reductions in custodial staff have resulted in an unacceptable degree of cleanliness throughout the campus. The reductions in administrative staff to twelve positions and the loss of key clerical support in administrative offices have meant long delays in meeting some deadlines in a year when preparation for the first early calendar combined with budget uncertainties, imposed even shorter lead time for such activities as class schedule preparation and personnel processing. College staff continued to respond to changing conditions in creative ways, striving for greater efficiency and effectiveness within the limits of fiscal and personnel resources.

ORGANIZATION CHART
Los Angeles City College


PRESIDENT
Stelle Feuers
ASST. DEAN
EOP&S
L. Calderon
PUBLIC INFORMATION
OFFICER
Fred Piegonski
VICE PRESIDENT
ADMINISTRATION
D. Hata
VICE PRESIDENT
ACADEMIC AFFAIRS
P. Whalen
DEAN
ADMINISTRATION
G. Stakan
ASST. DEAN
STUDENT SERVICES
M. Lyons
CHILD
DEVELOPMENT
CENTER
CAPTAIN
POLICE SERVICES
R. Devlin
BLDG. &
GROUNDS
ADMINISTRATOR
W. Lieu
ASST. DEAN
ADMINISTRATION
FINANCIAL
AIDS
STUDENT
EMPLOYMENT
SECRETARIAL
SERVICES
ASST. DEAN
ADMISSIONS
M. Siegel
CAFETERIA
DATA
CENTER
COUNSELING
A. Bissiri
CAREER
CENTER
STUDENT
INFORMATION
CENTER
VETERANS
CENTER
RE-ENTRY
CENTER
COLLEGE
FISCAL
ADMINISTRATOR
D. House
BUSINESS
OFFICE
PERSONNEL
PAYROLL
BOOKSTORE
ASSISTANT DEAN
R & D
D. Griffin
ASSISTANT DEAN
HANDICAPPED
SERVICES
C. Woo
DEAN
DIVISION I
M. Collins
DEPARTMENT
CHAIRS
SECOND START
S. Mathieson
DEAN
DIVISION II
R. W. Wilkinson
DEPARTMENT
CHAIRS
CO-OP ED.
DEAN
DIVISION III
D. Wilson
DEPARTMENT
CHAIRS
VOCATIONAL
EDUCATION
INSTRUCTIONAL
SUPPORT
AV/LIB
DEAN
DIVISION IV
J. Ireland
DEPARTMENT
CHAIRS
COMMUNITY
SERVICES
J. Simpson
GRANTS
DEVELOPMENT

7/84

THE COLLEGE

Community Served by the College

Throughout this past year, East Los Angeles College has been preparing to host the Field Hockey events of the 1984 Summer Olympic Games. Over 3.4 million dollars of improvement have been completed, including renovation of the Stadium and Auditorium, lights for and resurfacing of the tennis courts, and general improvements to landscaping and grounds. The Olympics at East Los Angeles College is expected to improve the College's positive image and be a continuing source of pride for staff, students and the community.

The service area includes the cities of Alhambra, San Gabriel, South San Gabriel, Rosemead, Monterey Park, Montebello, Bell Gardens, Commerce, Maywood, Bell, Huntington Park, Cudahy, South Gate and Vernon. The College has one of the youngest student populations in the District; only 16% of students are older than 34, compared to 22% of students districtwide. Student persistence measures also differed between the College and the District at large: the proportion of sophomores in Fall 1983 was 21% compared to 15% districtwide. A larger percentage of East's students declared an intention to transfer to four-year colleges after completing the associate degree than those at any other college in the District: 31% at East compared to a 23% districtwide average. Very few students were undecided about their educational goals: only 13% of students at East compared with 21% of students districtwide had not declared a specific objective.

Although the cultural heritage in nearby communities is having an increasing impact upon College programs and activities, the Hispanic tradition continues to be a major influence. The Fall 1983 Hispanic population was 63% of the student body, compared with 65% for the previous year; the Asian population increased from 17% to 18% during the same period.

There is a striking contrast between the professional and white-collar workers who make up a large percentage of the population in the Monterey Hills area and the residents of the low-income communities to the south and west of the College. Traditionally, the College has also served public employees in the Los Angeles Civic Center. That program, which had been cut from a high of 160 classes in Fall 1979 to 35 classes in Fall 1982, increased to 52 classes in Fall 1983.

Other community factors which influence College planning and programs include the move of the Los Angeles County Sheriff's Department Training Center from a nearby site in the Monterey Hills to a former high school site in Whittier, located in the Rio Hondo College District. This loss, coupled with tuition, early calendar, free-flow and the need to recapture lost ADA as a condition of future funding, promise to make the next few years a time for serious reevaluation of goals, objectives and priorities.

Mission and Functions Statement

The mission of East Los Angeles College is to provide a comprehensive postsecondary educational program and a student support system relevant to the needs of a heterogeneous population and to encourage individual students to reach their highest potentials.

Functions include curricula for lower-division transfer, general and vocational education leading to the associate degree, adult basic skills, continuing education, guidance and community services.

College Goals

In order to implement its mission and functions, the College will:

1. provide an effective university transfer program;
2. provide an effective vocational education program;
3. explore and provide innovative ways of enhancing the instructional programs;
4. provide a monitoring system for evaluating and modifying educational programs;
5. provide effective student support services;
6. maintain the intellectual and physical environments in ways that will enhance the achievement of students, faculty, and staff;
7. offer continuous programs of professional growth and development for College faculty and staff;
8. provide educational, cultural, and recreational programs which serve the community's needs;
9. provide an effective continuing education program; and
10. develop management and decision-making systems which are goal-oriented and which provide for participation by the entire campus community.

College Organization

No major changes appear on the College Organization Chart. This past year has been the first full year of operation under the "vice president" structure. Several areas of the organization remain under study at the campus level. Financial Aid is included in this group as a result of the location of a districtwide Financial Aid Service Center on this campus. Counseling services face potential changes resulting from "matriculation" legislation, changes resulting from contract interpretations related to the tenure status of counselors hired for Specially-Funded Programs, and possible changes resulting from a restatement of responsibilities to foreign students. Service to newly emerging specially-funded projects such as the Job Training Partnership Act (JTPA) and Health Careers Opportunity Program (HCOP), plus a renewed emphasis upon off-campus programs, are being accommodated for the present within the existing organizational framework.

ACHIEVEMENTS AND PROBLEMS

Instructional Disciplines

This has been a year of development with the creation of a new Job Training Center and planning for a new site for the Learning Resources Center. Academic departments, working with student organizations, have conducted a very successful Mock Democratic Convention; students also hosted Vice President Bush, who visited the College during the summer. Both of these activities bode well for the future with renewed interest in debates and the political process in general.

Nursing, speech and physics stand out among all of the disciplines at East Los Angeles College, showing increases in weekly student contact hours (WSCH) from 2,200 in Spring 1982 to 2,549 in Spring 1984 for nursing; from 2,772 to 3,300 for speech; and from 2,118 to 2,778 for physics. Other disciplines holding even or with slight increases were family and consumer studies, English, electronics, office administration, philosophy, anatomy, astronomy, anthropology, economics, history, and cooperative education.

Disciplines with significant drops include administration of justice (reflecting the loss of the Academy program), architecture, biology, microbiology, real estate, business data processing, engineering, physical education, art, music, theater, photography, respiratory therapy, child development, psychology and Chicano studies.

A combination of contributing factors seems to be in evidence. Nursing is on a roll with positive student success records, a charged-up staff, and excellent air conditioned facilities. Declines are the order of the day throughout the state. There does seem to be a more noticeable reduction in all of the fine arts. The one seemingly unexplainable reduction--that in data processing--is most probably because of limited facilities. East Los Angeles College does not have a microcomputer laboratory, has no word processing instructional equipment, no computer-aided design (CAD) equipment and insufficient strength in the PRIME mini-computer with its thirty terminals. The DEC mini-computer has not as yet been put into active use. The lack of adequate teaching facilities at East is reaching crisis proportions, especially evident during hot days with so few classrooms air conditioned, which adds discomfort to the unsatisfactory state of repair and upkeep prevalent throughout the campus.

Transfer. Students seem to be shifting toward the traditional bread-and-butter transfer courses, with WSCH increases over the past two years in English, history and speech. Project ACCESS, the assessment/placement program, is in high gear, with the active support of the counseling staff. Transfer excellence is not new to the College; East has always been noted for its strong academic programs.

Mathematics, physics, and chemistry, which support high-tech programs, continue to experience healthy enrollment during a time of campus-wide declining enrollments. This is contrasted with generally lower enrollments in the fine arts (music, art, theater).

Transfer students who are interested in the health professions have received special counseling and tutorial assistance from the Health Careers Opportunity Program (HCOP). The program was extended through the 1983-84 year with funding from the U.S. Department of Health and Human Services, and by grants from the Atlantic Richfield Foundation and Lockheed Corporation. A predictable funding base for this program continues to be a high priority need at ELAC. The success of the programs has been recognized nationally by Congressmen, Senators, and Cabinet-level officials who are working with the College to develop a stable funding base.

Vocational. The College implemented its first non-credit Job Training Partnership Act (JTPA) program, covering basic skill development and office occupations training. Plans are underway to incorporate credit modules as an integral part of the JTPA program.

A critical need exists for microcomputer equipment to provide training in word processing for office occupations, typesetting for journalism, and service to other vocational majors including data processing, allied health occupations, and electronics. Funds were secured and procedures have begun to acquire 16 terminals, which should be in place during the fall semester. Also included were the upgrading of software capabilities for the PLATO system which serves nursing as well as other vocational disciplines, and the development of plans for a microcomputer lab with computer-assisted design (CAD). Efforts are underway to further develop the College's JTPA program, including an expansion to better serve English as a second language (ESL) and Spanish language clerical needs.

Developmental. The major activity in the area of developmental studies was a planning effort preparatory to locating the Learning Resources Center in the old Library when the Olympics Personnel Office returns that space to the College. In the interim, the remaining Learning Center staff has operated out of temporary hallway offices in the Administration Building. A major budget commitment needs to be made to provide state-of-the-art technology for the Center as it moves to its permanent site. The English Language Lab has continued its operation in the bungalow where it had its start. A grant for air conditioning equipment (when it is installed) will make that operation far more successful.

The JTPA Center was established in an air conditioned, temporary classroom building and was equipped with up-to-date Audio-Visual-Tutorial (AVT) media from Harcourt Brace Jovanovich, Inc. The Center has become a model for open-entry/open-exit basic skills development and office skills job training. The primary target populations being served by the Center are unemployed youth and adults, displaced workers, and re-entry students. The pilot program, which operated during Spring 1984, proved that there is indeed a "bridging" potential; 50% of the first participants, some part-time and others full-time, have started college-level training.

Instructional Support and Student Support Services

The Library continues to face problems relating to staffing, budget, and the installation of an adequate security system. Counseling is in need of air conditioning or, at the least, better air circulation, and the department is in need of adequate facilities for Career Guidance.

Adjustments to on-line registration are moving along smoothly, partially because of the widespread acceptance of the new technology which affords to all staff a more accurate and readily accessible view of enrollment and student progress.

The EOP&S program provided tutorial services to over four hundred students and counseled four thousand students. The District Financial Aid Office opened for business at East during the spring semester.

Library and Learning Centers. The Helen Miller Bailey Library has had a rough year with inadequate staffing and security resulting in a reduction in hours of service, book losses far in excess of normal book attrition, and a near shutdown at times of the air conditioning system. Efforts are underway to improve the electronic security system and provide some increase to the staff. This remains as one of the College's major problem areas. The Learning Resources Center is covered elsewhere in this report. Other learning resources, however, have been restricted due to staff cutbacks in graphics development and audio-visual distribution.

Counseling and Services to Special Clientele. The College's Counseling staff has continued its dedication to the goal of providing ACCESS testing for all new students. They are also working in conjunction with the JTPA Center and the Vocational Education Office to develop a Career Counseling Center adjacent to the Information Circle in the Administration Building. Counselors have received special training in the design and operation of a a successful Career Center. However, continued delays in efforts to develop a Career Center at East and to provide better air circulation in the counseling area will tend to have an adverse effect upon staff morale, and ultimately result in a decline in service to students.

The Extended Opportunity Programs and Services (EOP&S) served 455 students through its tutorial services and 4,212 through its counseling program. Three Personal Development courses were provided in the summer readiness program for new and re-entry students and a series of six-week "short term" Personal Development classes was offered during the fall semester. No classes were conducted by EOP&S during the spring semester.

Transition services were provided for high school and other EOP&S students through presentations designed to assist students planning to transfer. Services included those provided by a consortial agreement with California State University at Los Angeles. Grants issued by EOP&S totalled $68,093 for books and supplies and $6,282 for bus passes.

Disabled students have always found an open door at East. This past year was the first full year of service in a consolidated location, formerly occupied by the College's Health Office. The main strengths of East's program are service to hearing-impaired, mobility assistance and counseling.

The decline in enrollment noted districtwide was reflected in a nine percentage point drop in disabled student enrollment. Staff of the Special Education Office visited feeder high schools throughout the year and hosted campus visits by their counselors and students. Employment was secured for thirty-four disabled students on part-time and full-time bases with pay ranging from $4.00 per hour to $1,375 per month. Job opportunities were sought through liaison with local business and industry. Twenty of the 334 students served by Special Education graduated; 85% of these graduates are expected to enroll in four-year colleges.

Staff have continued to volunteer their time to help raise funds for the disabled student program, participating in events such as barbeques and Cinco de Mayo. Staff dedication was also shown by their involvement in a variety of professional and service organizations. Liaison was established and maintained with several agencies within the College's service area. The installation of a Kurzwell Reading Machine opened a new area of service for the disabled student. This voice-producing reading machine allows students to work at their own pace throughout the day.

Financial Aid. The Financial Aid Office has continued to be understaffed as several positions remained unfilled during the year. Only through the use of specially-approved overtime funds was the Office able to conduct necessary audits and student financial aid packaging. Should the decision be made to assign enrollment fee exemption determination to the Financial Aid Office, the additional load would interfere with customary functions.

Admissions and Records. Initiation of on-line registration made it possible to verify enrollment and drop fees at the moment of transaction; course repeats were identified within the first week of the semester. Approximately 400 students were repeating non-repeatable courses; only 86 of 400 petitions for repeat were approved. Drop fee exemptions were granted to 198 students as a result of extenuating circumstances.

Admissions suffered from understaffing: vacant positions included five Intermediate Clerk Typists, an Information Clerk, a day Supervisor Clerk and an Administrative Assistant. This shortage of staff is aggravated by the increasing number of grade changes brought about by new grade change policies and by the growing number of graduation petitions. Manual processing needs to be automated for especially large or repetitive tasks such as transcript issuance, enrollment verifications and grade posting.

Student Activities. A reduction of staff and an increase in responsibilities affected the Student Activities program. New responsibilities included coordination of scholarship programs, installation of a new campus telephone system, and organization of necessary campus-wide staff training. Programs were curtailed by extensive use of facilities for the on-line registration process, by other activities not related to the Associated Student Organization, and by limitation on music use imposed by a music royalties lawsuit.

Successful activities were carried out in spite of limited staff and facilities resources. Among these were Homecoming, two blood drives, a career opportunities fair and several cultural activities, including Black History Week, Cinco de Mayo and a very well received Mock Convention. The graduation awards luncheon and commencement exercises were the best in several years. Commencement was held in the renovated Auditorium.

Special Services. The Child Development Center had a 92% utilization rate, with waiting lists for all its programs. An average of 120 student-parent families was served during the year; surveys of student-parents indicate that they were enrolled in a total of 1,760 units. The surveys described the average student-parent as a single female, 20 to 34 years of age, with an income of less than $400 per month.

Besides the base program, the Center managed a grant from the Office of Child Development and conducted a program in conjunction with Community Services. These programs brought in 36 additional children. A grant from the Child Nutrition Bureau was received for the nutrition program, and application for a Nutrition Education and Training mini-grant was submitted.

The Center continued to serve as a training site for practicum students enrolled at East and California State University at Los Angeles, and as an observation laboratory for these and University of California students. Visitors and observers from high schools were received throughout the year.

The Upward-Bound project was highly successful in meeting its objectives. The expected enrollment level of 110 students was met and a low, 5% attrition rate achieved. The rate at which students in the different levels achieved their assigned milestones was determined and deficiencies were noted. Its structure, dynamics and success have made the Upward-Bound project a model program throughout the country. Higher levels of achievement are projected for the coming year as identified deficiencies are remedied.

Community Services

Non-Credit Classes. Community Services recorded the highest enrollment in its history despite the unavailability of the Swim Stadium during the summer. The stadium always attracts a sizable enrollment in children's recreational swimming and in parents' personal enrichment classes. Enrollment in non-credit classes was 12,773 for the year, compared to 11,249 last year. Community Services has become fully self-supporting through enterprise in offering personal enrichment and recreational education. Although some classes may compete for students enrolling in credit courses, their short-term length, non-credit status and full support through fees give them a distinct appeal to continuing education students not likely to enroll in credit programs. The possibility of fee increases in response to salary raises and other factors may affect class offerings and enrollments in community services next year.

Events. The College participated in Mexican cultural events surrounding the September 16 holiday, including a well-attended violin concert in the Auditorium and a series of "Salute to the Olympics" programs. These were continued through the period of the summer 1984 Olympic games.

The renovation of the Sports Stadium and the Auditorium in preparation for Olympics activities has brought in a hefty bonus in Civic Center facility use fees.

Provision of assistance to users of College facilities is limited by availability of staff. The renovated Sports Stadium, Auditorium and Swim Stadium make the College an attractive locale for sports and cultural and entertainment programs as well as for preparation of commercials and advertisements. It has become apparent that much more activity could be generated if concerted efforts were applied.

Administration and Planning

Long-Range Planning. College President Arthur Avila co-chaired the districtwide Committee on Access and Excellence, organized to address planning issues. Vice President Noel Korn chaired a task force for the committee which studied counseling needs. Other faculty and staff served on districtwide planning task forces and forums.

Most of the traditional long-range planning for the College locally took a back seat to emergency responses to crisis-level enrollment declines and budget cutbacks. The future can only look brighter. The major factor which will assist the College in renewing its efforts in the direction of long-range planning is the upcoming five-year accreditation. The College will, of necessity, develop a broad-based interest in self evaluation, which always carries with it the necessity for planning at all levels. Efforts are underway to call upon the County Schools office for assistance in carrying out the accreditation self-study process.

The five-year Capital Construction Plan continues to emphasize the development of the auto technology building that was previously cancelled. In addition, the College has redirected resources towards Computer Sciences and Word Processing activities. There is also a need to place more emphasis on plans to improve the College transfer function, career education, general education, as well as continuing education and community services if the College is to serve the growing needs of its service area. There is also a need to evaluate the maintenance requirements of an aging physical plant that has suffered in recent years from a lack of deferred maintenance funds.

Major Research Projects. The College initiated a demographic study of the service area and participated in a District effort to develop information about the student population in relation to areas of residence. Information was based upon 1980 Census data. Because the College service area has undergone major changes in make-up during the last five years, census reports cannot portray an accurate description of the current population. Specific surveys must be conducted if reliable data are to be obtained; such studies, however, require expenditures of scarce personnel time and funds.

Special Fund Development. Several proposals were developed seeking government funding, but not all were funded. This is evidence of the competitiveness among colleges and universities for government funding of higher education. In addition, this effort is no longer staffed to the level of prior years. The one administrator assigned to this task also performs research and general supervision of the Campus Child Development Center, Student Activities and Community Services. Ideally, raising funds from external sources should be a full-time position.

The Foundation for East Los Angeles College began operations in January. A concentrated corporate solicitation effort produced immediate results. A fund-raising "Salute to the Olympics" concert series, sponsored by Coca-Cola Bottling Company, included two Olympics Arts Festivals. Efforts to raise corporate awareness of College activities and needs brought in donations of used equipment and furniture in excellent condition.

Continuation of specially-funded projects provided extensive educational services. Programs included the Bilingual Teachers Grant program, the Health Careers Opportunity Program, the Minority Biomedical Research Support Program, the Minority Science Summer Program, the programs of Special Services for the Disadvantaged (which included the Advancement Studies Institute and the Special Education Program for the Physically Handicapped), and the Upward-Bound program.

The most noticeable development efforts at the College were connected with JTPA and refunding of the Health Careers Opportunity Program and the Minority Biomedical Research Project. Ongoing programs are covered elsewhere and have had notable success. These include EOP&S, services for Disabled Students, Upward-Bound, and Financial Aid.

Public Information. The resignation of the Public Information Officer left the position vacant. District staff took over some of the publicity-related work. The Recruitment Committee assumed responsibility for dissemination of information by overseeing the preparation of brochures, fliers and posters in response to a districtwide push for recovery of enrollment losses.

Community Relations. Rapport with local high schools and colleges was enhanced throughout the year. College staff visited high schools and hosted campus visits for high school students and conducted career/transfer days for their own students. Three "Principals' Days" tightened further the closeness between the College and its feeder high schools. Major activities in community relations included participation in the sponsorship of cultural activities such as the "Salute to Olympics" series, and in the hosting of political rallies or candidates for United States President. Efforts were devoted to attracting high school seniors and older adults; the change to an early start date for the 1984-85 school year required much added publicity.

Administrative/Fiscal Services

Facilities. The selection of the East campus as the 1984 Olympic Field Hockey venue, which mainly involved release of the Stadium and the Auditorium, entailed major adjustments to all facets of College operations including instruction, Community Services, maintenance and student activities. As a result of preparation for the Olympics, the College has a restored Auditorium, a renovated Stadium with a synthetic playing surface, a new telephone system, resurfaced tennis courts with new lighting and a "student park" currently under construction. The Weingart Foundation contributed over $3,000,000 towards the renovation of the facilities to be used by the Olympics.

The Main Cafeteria and West Snack Bar evening shifts were eliminated, with a resulting reduction of 32% of the full-time cafeteria staff and a substantial reduction in sales. The reduction in personnel necessitated the elimination of the popular lunch-time barbeque. Notwithstanding fewer events than last year in the Stadium, the cafeteria tallied a larger profit from operations, which as of March 31, 1984 amounted to $13,000.

Bookstore. The Bookstore had total gross sales of $1,444,636. This represents a decline of $1,000 over last year. Operational costs for salaries have been reduced $5,000 in anticipation of a further reduction in income due to the drop in enrollment and the transfer of employee fringe benefits from District resources to the Bookstore.

A perpetual inventory system has been developed for the warehouse and employee training sessions were conducted in the areas of check cashing, pricing, receiving and inventory accounting. These sessions are designed to be continuous for the benefit of new or temporary employees.

An overall plan to cope with the anticipated loss of revenue is being developed for fiscal 84-85.

Security and Safety. Despite the worst staffing problem in the history of the Department, there was an increase in productivity and a marked reduction in criminal activity. Reports of criminal activities decreased over the previous year by nine percentage points for vehicle-related crimes, 57 percentage points for those involving property, and 56 percentage points for violent crimes. These gains were achieved in spite of the disruption caused by a temporary move of the office from its stadium location to the opposite end of the campus to accommodate Olympic site preparation.

The constant police-car patrolling of the campus that contributed highly to the successful crime reduction program required substantial expenditures on automobile maintenance and retail-rate fuel purchases. The need for self-sufficiency of office operations calls for the installation of an unleaded-fuel pump and the acquisition of a photocopy machine. Continuation of the cadet program is essential under current budgetary conditions. Persistent patrolling of the campus, particularly parking access, can be done by cadet staff. Further improvements can be expected only upon restoration of the required full complement of regular officer personnel.

Safety meetings for all personnel were held during the year and a Safety Committee identified hazards and aided in compliance with safety regulations. A Safety Hazard report form for use by staff members was devised. The Work Environment Committee made recommendations for periodic safety checks and for overall improvements of the work place.

Plant Operation and Maintenance. Preparation of the Olympic venue required many hours of Plant Facilities staff time in planning, coordinating alterations and evacuating the area. This activity taxed an understaffed Plant Facilities crew and required major adjustments in plant maintenance and operations.

Plant Facilities conducted a thorough inspection of the fire alarm system and had recertification examinations for all fire extinguishers. All high-pressure sodium lighting was replaced; underground gas piping was checked and all noted deficiencies were repaired. Removal of all asbestos hazards was continued.

Over 3,400 repair requests were processed during the year. Some, such as asbestos removal and/or encapsulation, were performed under contract. Other large projects included tying in the power supply to new air conditioning systems in Olympic venue areas, repainting of the Swim Stadium and thorough cleaning and regrouting of swimming pools, and repiping of the underground fuel tank vent system. Major emergency repairs included replacement of a high voltage feeder and the repair of recurrent water main breaks and gas leaks.

New projects included the alteration of areas for use by JTPA, the replacement of the library security system and the remodeling of areas to be used by a centralized District financial aid unit. Continuing projects included removal of asbestos hazards, provision of area access to the handicapped, and a routine check and repair of underground piping and fire alarm systems. The relining of water tanks and reroofing of the library were deferred maintenance projects completed during the year.

The foremost, remaining concerns are the need for repairs and the insufficiency of personnel; current staffing is below that necessary for an effective maintenance program. Personnel reductions, especially in craft supervisory positions, have undermined the effectiveness of the maintenance program. Staffing plan instabilities experienced during the past year, coupled with poor wages, resulted in the resignation of a number of employees. Required repairs include a thorough servicing of the high voltage system, asphalt resurfacing and repair, removal of all asbestos hazards, and reroofing of a number of buildings.

Energy Conservation. The shared savings contract with Western Pacific International continues in force. Adjustments to energy usage projections will have to be made to allow for the extra activity generated by the Olympics.

Budget. Adjustments and changes to the College budget were made throughout the year to ensure a continuing instructional program. The inability to fill vacant positions in clerical, maintenance and custodial staff seriously affected day-to-day operations. Funds had to be diverted from planned activities to cover long-deferred maintenance items. Staff time expenditures in relation to the preparation of the Olympics venue further impaired routine operations.

Personnel Services

The most critical need in this area is to evaluate the impact of the Districtwide staffing plan on the classified staff. This segment of the College family has sustained much of the budgetary reductions of the previous three years, and it is not known yet what the full impact has been. Efforts are being made to look at the workload distribution throughout the campus.

Procedures and Record Keeping. The recent addition of computer on-line systems has been a boon to the College. These systems offset the reduction of staff and are essential to the modern operation of any contemporary organization. More needs to be done to expand these services to the individual colleges.

Staff Relations. No grievances were sent from the campus level to the District as most of them were settled at the campus level. The threat of classified staff lay-offs during the fall semester, coupled with classified position reductions during the spring, had an adverse effect on employee morale.

SUMMARY

East Los Angeles College continues to be a center of ethnic diversity in transition. The direction seems to be leading to additional near-term increases in Asian enrollment. Nevertheless, the Hispanic population is likely to be the majority population of the College for years to come.

This was the year of the 1984 Olympic Games, with the College serving as host to the Field Hockey Venue. The public image of the College has received an international dimension. The local communities served by the College shared in the pride of the Olympics at East. Beside the obvious capital improvement, the College is certain to gain from an enhanced image.

It is hoped that enrollment has reached its low point and that the College can regain enrollment losses. The most immediate vehicle for the planning and rebuilding process is the self-study, which is necessitated by the upcoming five-year accreditation process. All segments of the College will be encouraged to participate in this process.

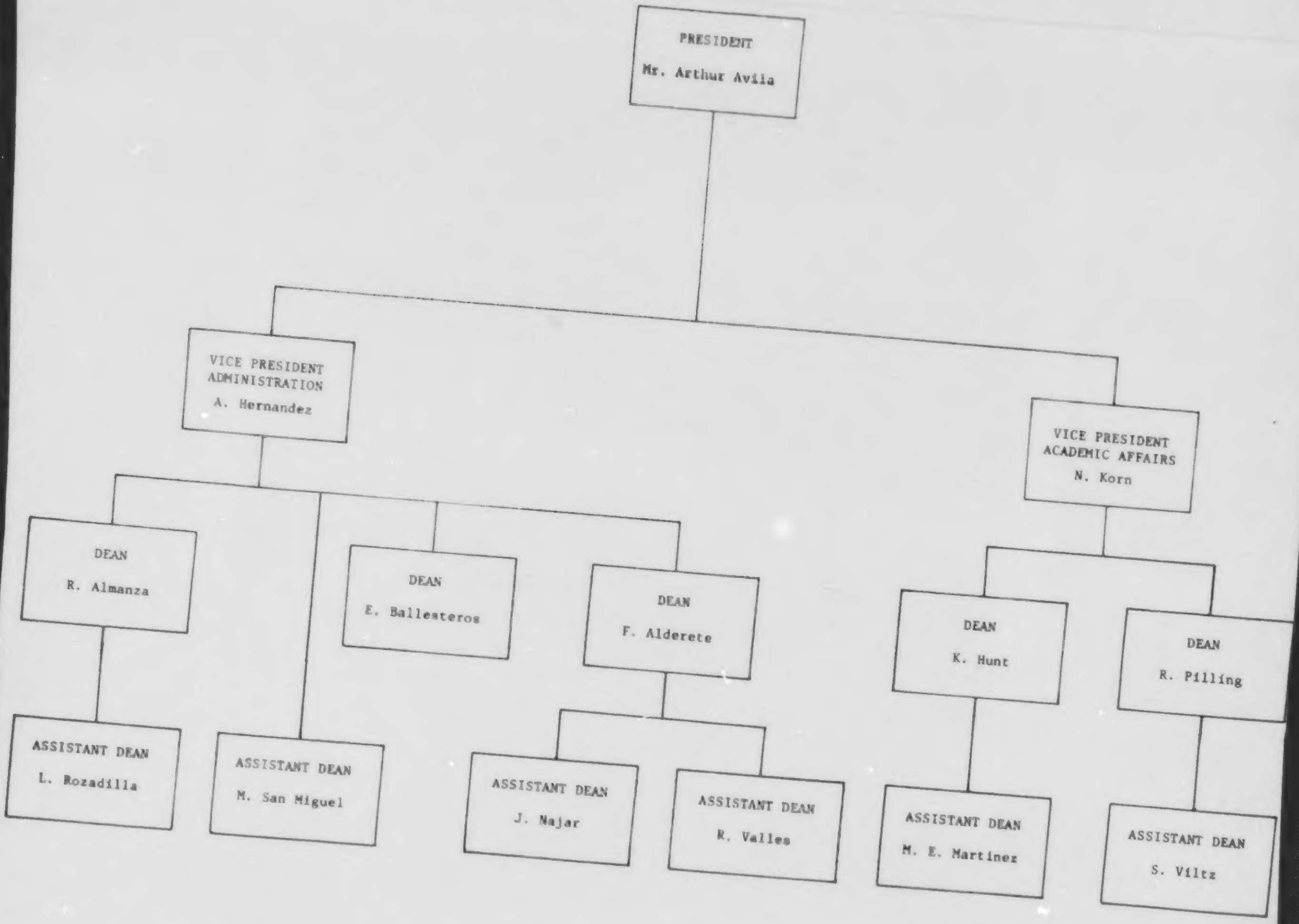
Admissions has finally moved into the computer age at East. The positive effects of this move are occurring so rapidly and are so welcome that there is little time for fanfare. Department chairs and counselors have seen the usefulness of on-line inquiry of student and class enrollment records and are frequently seen typing-in a ticket number or a student ID number. There is a need for adequate staff to enter all of the student records into the data base, which is a requisite for on-line production of transcripts and credit evaluation for graduation and certificates.

The first non-credit program (JTPA) came to the College this past year, but not without some apprehension. The need for increased ADA has infused the program with a direction to develop "bridges" to the credit program. This has already resulted in that concept becoming a model within JTPA, with participants gaining by enriched life-long learning and the College gaining by a boost in ADA.

The College's active involvement with Garfield High School's high-achieving mathematics students and their nationally known teacher Jaime Escalante, has brought several gains to the College. The Mathematics Enrichment Program has been recognized as being an East Los Angeles College program. Several teachers have had an opportunity to work with Mr. Escalante during the past two summers. East Los Angeles College is seen in a far more positive light by the participating high school students, many of whom will select East for their first college experience following high school graduation.

The most serious problem appears to be the declining condition of instructional facilities. Equipment is generally old and in disrepair. New technologies are having a hard time finding their way to East Los Angeles College. With the exception of the massive improvements to the Auditorium, Stadium and Tennis Courts, thanks to the Olympics, the state of repair, upkeep and maintenance of instructional facilities is at a crisis level.

EAST LOS ANGELES COLLEGE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VICE PRESIDENT ADMINISTRATION
A. Hernandez
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THE COLLEGE

Community Served by the College

The character of Los Angeles Harbor Community College campus life reflects the cultural, economic, and academic diversity of Harbor area people and their institutions. Harbor students are multi-ethnic, pluralistic in their educational goals and backgrounds, and 90% reside in one of the eight primary service area communities--Carson, Gardena, Harbor City, Lomita, Palos Verdes Peninsula, San Pedro, Torrance and Wilmington. The College curriculum and educational services respond, consequently, to the changing demographics and economic forces within these communities, even though many policies and funding are determined by District and State authorities.

Substantial demographic changes occurred between the 1970 and 1980 census reports. The population increased 25% and the median age shifted upward. The number of minority youngsters increased even though the area-wide proportion of persons under 19 years of age declined from 39% to 32%, and the immigration of ethnic minorities has produced a community that is 24% Hispanic, 13% Asian/Pacific Islander, 12% black, and 49% white. Harbor College students are 18% Hispanic, 15% Asian/Pacific Islander, 15% black and 49% white. Although the ethnic distribution has remained stable over the past years, curricular and program changes have caused a shift in the age distribution of students. The proportion of younger students has increased--58% are under 25--while the number of women over the age of 35 who enroll has dropped substantially.

Mission and Functions Statement

Los Angeles Harbor College strives to provide a comprehensive range of educational programs and services which responds to the educational needs and interests of society and of the varied communities it serves. Programs include lower-division transfer, occupational and continuing education, and community services. These programs are supported by introductory basic skills instruction, counseling and guidance, library and learning resources, and student services. The College seeks to enable students to effectively progress toward the realization of their educational objectives.

College Goals

In pursuit of its mission and functions, College goals are:

1. to maintain accountability through self-evaluation in accord with College philosophy, functions, and educational policy;

2. to maintain a high quality of instruction including transfer education articulated with senior institutions, occupational training and guidance geared to productive employment as approved by advisory committees, lifelong education for adults through Community Services, and personal development of physical and learning skills;
3. to provide support services that equalize opportunities for all students to achieve self-determined learning objectives;
4. to work toward employment equity through adherence to affirmative action principles; and
5. to maintain a learning environment that stimulates interest in personal, organizational, and educational growth.

College Organization

The administrative organization of the College, in accord with District reorganization directives, has undergone many changes in 1983-84. Reporting to the President are the Vice President of Academic Affairs--responsible for all curricular and instructional matters including Community Services; the Vice President of Administration--responsible for Athletics, Student Services, and Handicapped Services as well as all non-educational operations; and the Dean of Students responsible for Counseling and Admissions and Records.

Several personnel changes took place in the past year. A new Vice President of Academic Affairs was appointed in March to replace a retiree. An Assistant Dean of Academic Affairs assumed the position of Assistant Dean of Admissions, and the Assistant Dean of Extended Opportunity Programs and Services (EOP&S) was moved into the Academic Affairs position. The former Assistant Dean of Student Services became Dean of Administration and the Assistant Dean of Financial Aid accepted an assignment at another institution. A transfer from Metropolitan College (upon its closure) assumed the position of Assistant Dean of Financial Aid. When the Building and Grounds Administrator retired the position was filled by a transfer from the District Office. The Operations Services Manager retired and that position was filled by a promotion from within. The 1983-84 Table of Organization appears as the last page of this report.

Although there were many administrative changes, the management staff accommodated relatively easily. In contrast, the decrease in support services caused by severe reductions in classified staff created serious problems. There is a critical need for additional clerical support in most College operations.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

The Instructional Division worked to clarify and resolve two interrelated issues regarding use of the results of Project ACCESS, the assessment and placement program introduced in Fall 1982. First, it was important to assure that the subject matter and level of remediation provided by recommended language courses were appropriate for students' skill levels as indicated by their ACCESS test scores. The Communications Division has made extensive efforts to define the most appropriate sequence of remedial courses to transfer courses, and to form an integrated curriculum within the discipline. Second, instructional personnel have been considering the advisability of adopting a policy which specifies assessment scores as entry criteria for courses in disciplines other than English. Information from Project ACCESS is being analyzed to assess the value of test scores as predictors of successful performance in several disciplines.

Faculty development continued as a high priority concern. Retraining has begun, and one Anthropology faculty member has been qualified to teach Humanities. Faculty Forums were revitalized to feature faculty members who demonstrate successful pedagogical methods. This program will present one instructor from a different division each month.

Approval has been received to teach "Computer Literacy for the Liberal Arts Student." A strong response is anticipated, as it will afford an opportunity for students majoring in a liberal arts discipline to learn about computers, their applications, and their role in social and technological change. Computerization of instructional offices is nearing completion as terminals have been purchased for placement in each division office.

Transfer. A faculty committee is working to develop a proposal for an "Honors Program" to be submitted to the National Endowment for the Humanities in October 1984. The project will enhance the curriculum by developing offerings and enriched instructional experiences for the superior student.

Each of the instructional divisions experienced different problems and successes during 1983-84. The Business Division suffered a 22% reduction in enrollment from Spring 1983 to Spring 1984. This was caused in part by a 30% budget cut in hourly-rate classes. Efforts will be made to regain the enrollment in Fall 1984. Enrollment in English classes increased. The English 21, 28, and 1 sequence of classes has been restructured so that each class leads naturally to the next level. Journalism had a full-time instructor for the first time in four semesters.

Although the Social Science Division showed a smaller class size average during the school year, retention rates were higher than previously. This trend is attributed to the Project ACCESS assessment of students, and also to the statement printed in the class schedules that students should be eligible for English 1 if they enroll in social science classes. The Behavioral Science Division is coordinating efforts with the counseling department and Project ACCESS to provide a program for those students who fall below a certain score on the reading portion of the assessment.

In an effort to make more efficient use of budget and management resources, the Mathematics and Physical Science Divisions, which include the disciplines of astronomy, chemistry, mathematics, physical science and physics, were combined into a single division. The demand for introductory mathematics courses remains high, yet the financial restrictions hamper full staffing. A lack of clerical support has lessened the efficiency of the division.

The Science Museum has been kept open and is used by many community groups. Specimens have been added to the collection and it provides an excellent example of college and community cooperation.

The Physical Education Program sustained a drop in enrollment, and a reduction in courses and funds for equipment replacement prevented strong areas from expanding.

Vocational. Two short-term intensive programs, which were funded in 1982-83 by the Investment in People Program, were refunded for this year. Office Automation and Printing/Lithography, both highly successful programs, purchased equipment with funds from the State and from the Employment Training Panel. The equipment will increase the print shop's phototypesetting capability and the word processing microcomputer capacity. The Business Division received $25,000 worth of microcomputers, word processors and printers from a displaced worker retraining grant.

In the Technology Division, there continues to be a strong demand for Computer Technology, Electronics Engineering Technology, Electromechanical Engineering Technology and Drafting Production Design programs. Electronics completed the expansion of its laboratory facilities to include beginning electronics, electromechanical, solar, advanced electric and computer laboratories. The Automotive Department experienced growth with the addition of a new laboratory for bench and engine dismantling. The College acquired hardware and course materials to teach "The Clean Air Car" course in cooperation with the State Bureau of Automotive Repairs. The course will be incorporated into the program requirements for graduation in Automotive Technology. Advisory Committee members report that there is ample employment for graduates of these programs and they are well received in the respective industries.

The Nursing Program continues to admit students each semester (compared to one class each year). Fewer applications were received this year, which may reflect the decreased demand for registered nurses. The Advisory Committee believes that new graduates will be able to secure positions but may have to work the less desirable shifts and travel to locations out of the community. A new class of licensed vocational nursing students was admitted in February, 1983; however, the program has been phased down to accept one new group every three semesters. The Nursing Division has been successful in securing funding from community sources to augment its budget.

Proposals for funding under Subpart 2, 3, and 5 of the Vocational Education Act (VEA) were approved; Disadvantaged Tutoring, Limited English Proficiency, Gender Equity and Consumer Homemaking Education programs were continued and a Displaced Homemakers program was added this year. An application for Support Services for Women in 1984-85 was submitted. A Spring Career Week was held during May and an informative program on Sexual Harassment was presented in April.

Developmental. Although the Developmental Program was restricted severely by budget cuts, efforts to serve students' ongoing needs have been diligent. Faculty time designated to staff the Writing and Math Laboratories in the Learning Assistance Center had to be reassigned to higher priority courses; nevertheless, a computer-assisted instruction lab was open for use on an as-needed basis and scantron/microcomputer capability was developed. The instructor who coordinates developmental activities chaired the District Developmental Skills Committee and served on the Remediation Subcommittee of the Educational Programs Task Force for the Committee on Access and Excellence.

Instructional Support and Student Services

Library and Learning Resource Centers. Personnel cuts coupled with budget reductions created severe problems. The loss of a full-time Librarian, without hourly-rate replacement, and the transfer of Library Media Technical Assistants, forced the Library to curtail its service hours but not its dedication to serving students. Periodical purchases and cataloging have deteriorated and the acquisition of books has been restricted. Circulation of books and periodicals was down from 115,079 to 78,688--32% less than the previous year.

Librarians continue to be active in District and campus committees. Attendance at conferences, which provide updated information about automation and assessment of libraries, was also maintained during the year.

The Learning Assistance Center continued its operation during 1983-84 but the English Lab was closed and the Reading and Math Labs were opened for fewer hours.

Although loss of funding and staff has greatly reduced the activities of the Instructional Media Center, it has continued to support the instructional programs of the College.

Computer Laboratory. The Computer Lab houses the prime 550 minicomputer with 24 Telray terminals, 13 Apple II microcomputers, and 3 TRS-80 model II microcomputers. Main memory on the Prime has been expanded to more than three megabytes; new printer switches and soft-switches have been installed, and long waiting lists have been eliminated. Waiting time on the Apples has been reduced but not eliminated. The aging and worn microcomputers are a cause for concern because funds for maintenance of equipment are limited. The coming year will require increased coordination to maintain services at the current level.

Counseling and Services to Special Clientele. Counseling services continued to improve during the year as mandatory orientation, advising and assessment techniques associated with Project ACCESS were refined. Approximately 10,000 new students at Harbor College have been served through the new student orientation requirement. The Harbor College model generated a great deal of interest at the state level; Project ACCESS provided valuable information about Harbor College students which led to renewed interest in developmental skills programs, academic prerequisites and student performance. Project ACCESS data have pointed to the need for additional sections in all English composition and mathematics classes.

The Counseling Chairperson, working in cooperation with the Associate Director of the Ford Foundation Transfer Project, developed a "Transfer Information Center" as part of the services of the Career Guidance program. Staff from the University of California and California State University campuses are scheduled on campus on a regular basis to meet with individual students, arrange campus tours, assist students with applications, provide financial aid information and to assist as advocates in situations where transfer students need information from the four-year institutions.

Other counseling services were curtailed or eliminated, since the highest priority was assigned to the orientation program. Services to students on probation have been sporadic because of limited counseling staff and the inability to receive notification of grades from the District Office in a timely manner.

Counselors participated in the implementation of a pilot mail registration procedure that used academic advising as a prerequisite to the mail registration. This policy led to an increase in the number of students attending the group academic advising for transfer students as well as to more individual appointments.

The problems in the counseling area continue to be those associated with lack of staff. The counseling staff was reduced by three positions (30%) necessitating the reduction of service in a number of areas during the year. Clerical and paraprofessional support could help to extend counseling resources, but this option has not been pursued because of reductions in classified ranks. The lack of regular contract employees at the Information Desk in the evening has been a continuing source of concern for the Counselors and the Dean of Students. The use of transient student help in this crucial public relations position is troubling because of the increased chances for misinformation and because it fails to provide evening students with services comparable to those day students receive.

The Student Services Administration has been active in grant writing, development of the matriculation model mandated by the Legislature in SB851, and the Student Services Program Review sponsored by the California Association of Community Colleges. Two grant proposals were written for the improvement of transfer rates and one was funded, the Ford Foundation Urban Transfer Project.

The Dean of Students served as a consultant to the State Chancellor's Office in the development of the matriculation model. The Matriculation Subcommittee drew heavily on the work of Harbor College staff in the development of the report submitted to the Legislature. Additionally, the Dean assisted in this effort by providing workshops or formal testimony on matriculation before several bodies including the statewide Academic Senate of the Community Colleges, the Board of Governors of the California Community Colleges, the California Postsecondary Education Commission and the Assembly subcommittee on Community College Finance. The Dean has served as a member of the Student Services Review Project, whose purpose is the development and implementation of a field-generated mission statement for student services, measurable objectives and evaluation criteria for judging the success of student services programs.

The loss of administrative support for the Dean of Students has led to less effectiveness in planning and implementing a coherent student services program. The loss of secretarial support has decreased the efficiency of the Student Services Office by an estimated 25%.

A major change in the Educational Opportunity Programs and Services (EOP&S) program was the assignment of a new director and a new counselor. The EOP&S office focused on recruitment: community recruitment took place in social agencies serving the area, tables were set up on campus during peak hours of attendance; and classes were visited and clubs notified. Retention measures were increased by scheduling several mini-workshops on personal and academic development, by providing special tutoring sessions, and by offering tours to four-year institutions. Staff participated in the Ford Foundation Transfer Project to insure the smooth transition of students to a senior college or university.

During the 1983-84 fiscal year, the Handicapped Student Services Program provided services for 151 students. A complete program for students with learning disabilities was offered through a redistribution of District funds. State apportionment and VEA Sub-Part 2 funding meet only basic needs.

Financial Aid. The Financial Aid Office continued to operate although District plans for a major revision and centralization had an impact on the continuity of services. There was a decrease in the number of students served and who received awards. In 1983-84, 389 students received the Pell Grant award. This number was a reduction of 111 students from 1982-83. In 1983-84 regulations changed increasing requirements and documentation. Less federal funds were received. In addition, the total enrollment of the College also decreased. Plans are underway to reorganize the campus office in order to promote and increase the services offered.

Admissions and Records. The development of on-line registration procedures has had positive spin-offs for the counseling department. Use of on-line processing of information has led to increased interest in use of the computer for assistance to counselors. Average registration time was cut to approximately twenty minutes per student.

The successful mail registration of 560 students during Spring 1984 was a major accomplishment, even though staff reductions necessitated limitations in services to faculty and students in many areas. The ability to use valuable information provided by the District data system for the benefit of students and staff has been severely reduced.

Student Activities. The Student Activities Office spent funds in 1983-84 to make improvements on the campus; funds were provided to enclose the area in the lower level of Seahawk Center and loans were given to instructional divisions for use in related educational activities such as summer play productions. Intercollegiate athletics were also supported.

Athletic programs have sustained substantial cuts. Enrollment dropped when the soccer and men's volleyball teams were dropped. The loss of the athletic secretary has hurt public relations and community interest in the department's programs because telephone services and information to the public were reduced. The baseball team won the state championship and the football team had a good record for the 1983-84 season.

Community Services

This year presented both the challenge and the opportunity for Community Services to become self-supporting. The immediate challenge has largely been met; many opportunities remain.

The number of classes and activities increased in 1983-84 by 25%, despite an office staff that was reduced from five permanent positions to three with the departure of the Assistant Dean to the District Office and the resignation of an Intermediate Clerk-Stenographer. The Project Manager and two Intermediate Clerk Typists constitute the total Community Services staff.

New expenses include paid advertising in local papers and more direct mail to targeted populations. Advertising is designed to attract first-time enrollment to the existing classes, as well as to encourage recurrent participation. There is a clear need to increase the number of projects, and more importantly, to attract more participants per instructional hour. Other expenses have occurred with acceptance of certain responsibilities for use of campus equipment such as the purchase of new hardware components for installation of Apple computers in the Computer Lab.

The College's tenuous presence on the site of the Palos Verdes Peninsula Unified School District (PVPUSD) has been a source of extremely serious concern this year, both physically and philosophically. First, La Cresta, the ten-room former grammar school, is in immediate danger of being assigned to another use by the PVPUSD. Harbor College has occupied the facility for the past four years and it houses approximately 45% of the current Community Services program.

In the best-case scenario, the building will be available for only a few years because the PVPUSD intends to sell the property. The PVPUSD's future plans to offer adult education may impact Harbor programs, because the College has offered Continuing Education as well as Community Services programs on the Peninsula. Harbor is the only college in the District to have state-funded Continuing Education. The classes were extremely well received and generated approximately $145,000 in ADA income when a sizeable program was offered.

It is apparent that development of more programs for specific audiences, like the Real Estate Relicensure program, can generate significant new income. There is a large, undeveloped business education market available to Community Services programs.

Community Services at Harbor College can continue to be self-supporting to the present degree. With the utilization of requested staff assistance to allow time for reflection and planning, the program can excel in offering meaningful activities to the community.

Non-Credit Classes. Enrollment in non-credit classes declined 13%, from 11,465 to 9,978. Principal subject areas were tours and travel, crafts classes, and classes within the Conservatory of Music. During the year, the International Tours and Travel program was cancelled. Scheduled tours to local community facilities were reduced 45%. Increased costs in bus transportation affected the program as fees for the tours increased. Charging fees for classes which formerly were free also had an impact on the enrollment in the crafts classes.

Events. Final approval was received and the first Swap Meet was held. Response from the community was good. The Swap Meets are being evaluated and plans for their continuation are underway.

Special Services. Enrollment increased in the College for Kids Program and Children's Summer Film Series. A second film series was scheduled to handle the large demand.

Administration and Planning

Long-Range Planning. Long range plans for the College will focus on four major themes. The first will address the issue of the student who does not achieve in the regular College program. Questions which will be posed and discussed include: What curricular assistance should be provided these students? When should assistance be given? What impact will this assistance have on the total curricular offering of the College? A second issue will be the evaluation of the occupational programs. This is an ongoing process; however, the future requires a methodical review of effectiveness and currency of offerings. A stronger role for business and advisory committees is part of the long-range plan. Long-range planning includes providing a challenging program for the exceptional student. With the present quality of the transfer program already high, this additional effort will complete immediate planning objectives. Implementing services to fully inform all students of College curricula, in a way that will allow them to select the offering that will best meet their needs and skill level, is also planned for the future.

Major Research Projects. Research activities were limited during the year, due in part to the transfer of the person responsible for research. There were some ad hoc research projects which provided information for administrative decision-making.

Special Fund Development. During 1983-84, $99,810 in VEA funds were received and used for special projects. An additional $25,000 was received from a Ford Foundation Grant that will be used to build and strengthen efforts to increase the number of students transferring to four-year colleges and universities.

Accreditation. The College is preparing for an accreditation site visit in October, 1984. A broadly representative planning committee was established to plan and implement the required self-study.

Public Information. The Public Information Officer distributed an average of 3.5 news releases a week to publicize and promote campus events and courses. Ongoing activities such as the Harbor Alumni and Friends Association, campus marquee announcements, public service announcements to broadcast media, and contact with other news media continued during the year.

Community Relations

Articulation with Local Schools and Colleges. In 1983-84, changing enrollment patterns coupled with the national imperative to strengthen the transfer function shifted attention to a reaffirmation of cooperative relationships. President James Heinselman engaged principals from feeder high schools in an exploration of ways to enhance liaison activities and increase the flow of full-time students from secondary schools. A Ford Foundation grant provided resources to expand articulation with California State Universities and the University of California.

The Marketing Committee initiated teams of counselors, instructors, admissions clerks, and students to speak to all of the seniors in the feeder high schools. College buses were sent to high schools to bring seniors to campus for tours and registration. Faculty members visited local high schools with information about courses and programs and counselors visited high schools to speak to juniors and seniors on College Days.

Contacts with Business and Industry. The state's recent emphasis on employment led the College to strengthen communications and establish strong linkages with community, business, and industrial leaders; the efforts contributed to a restructuring and revitalization of occupational programs. Advisory committees offered valuable information for programs, emphasizing the importance of problem-solving and communication skills. College personnel continue to gain information from the private and public sectors by participating in community groups. President Heinselman is actively involved in the Carson-Lomita-Torrance Private Industry Council and the Education Coordinating Council of the Los Angeles Business Labor Council. A joint proposal for basic skills training for displaced workers was submitted to the Department of Labor and funded. This was a cooperative venture of the Private Industry Council, Business Labor Council, Employment Development Department and the College. The President is also a member of the Rotary Club, the Boys' Club and the Wilmington Chamber of Commerce.

Administrative/Fiscal Services

Facilities. Several projects completed in 1983-84 will upgrade campus facilities. One project provided a satellite for food services on campus. This facility, located in the southwest portion of the campus, houses vending machines for day and evening students; it is a convenience for students when cafeteria services are not available. A vacant storage room was renovated and made into an electronic arcade for student use. The area will provide entertainment as well as income for the student body. The bookstore expanded and the first floor was enclosed to increase space for merchandise. The payroll areas have been moved into the Business Office facility where cooperation and close access to related functions will provide better service to staff.

Plant Maintenance and Operation. Building and Grounds personnel have been able to maintain a relatively clean campus despite a critical loss of staff in the maintenance area. Their efforts have created a sense of pride in the appearance of the campus that encourages all staff to produce above expectations.

Security and Safety. The College Police Office increased its duties and responsibilities in 1983-84. It is now responsible for handling all accident reports (including Workman's Compensation), giving medical attention and first aid for injuries, and investigating hazardous areas on campus. A campus safety committee, which cooperates with the faculty work environment committee, has been reconstituted. A new emergency procedures manual is being published and will be distributed to all offices and staff in September 1984.

Energy Conservation. Harbor College's use of energy decreased very significantly during 1983-84. It was the lowest in a five-year period. The total energy used in 83-84 was less than that used in the previous best year, 1979-80. There was an 8% reduction in electricity usage and a 40% reduction in gas consumption. Efforts will be made to continue to conserve and reduce consumption.

Budget. The budgeting process was handled through the campus-wide budget committee. This committee, under the leadership of the President, set the direction for the development of the campus budget.

Personnel Services

Procedures and Record Keeping. The campus accounting system went on-line during the year. This process will give the campus fiscal services office instant response to inquiries. All administrators will have access to current budget and accounting information and will be better informed in making management decisions.

Affirmative Action. The Affirmative Action Committee has continued to move toward meeting all goals in all job categories. A representative sits as a non-voting member of every selection committee.

Staff Relations/Labor Concerns. All grievances from certificated and classified bargaining units were handled on the campus.

Staff Development. The 1983-84 year brought new challenges and opportunities for growth. Computer competency was emphasized and personnel from all levels took advantage of workshops to learn about the microcomputer and word processing. As the financial crisis emerged, faculty and staff worked together to maintain productivity and quality under stressful conditions. Office Administration labs were kept open, with faculty assistance, to allow staff to improve skills during their breaks or lunch time. The Staff Development committee planned and produced an All-Campus Luncheon and Talent Show which was the culminating activity for 1983-84. It was a very successful event, and did much to improve the morale and atmosphere of the entire campus community.

SUMMARY

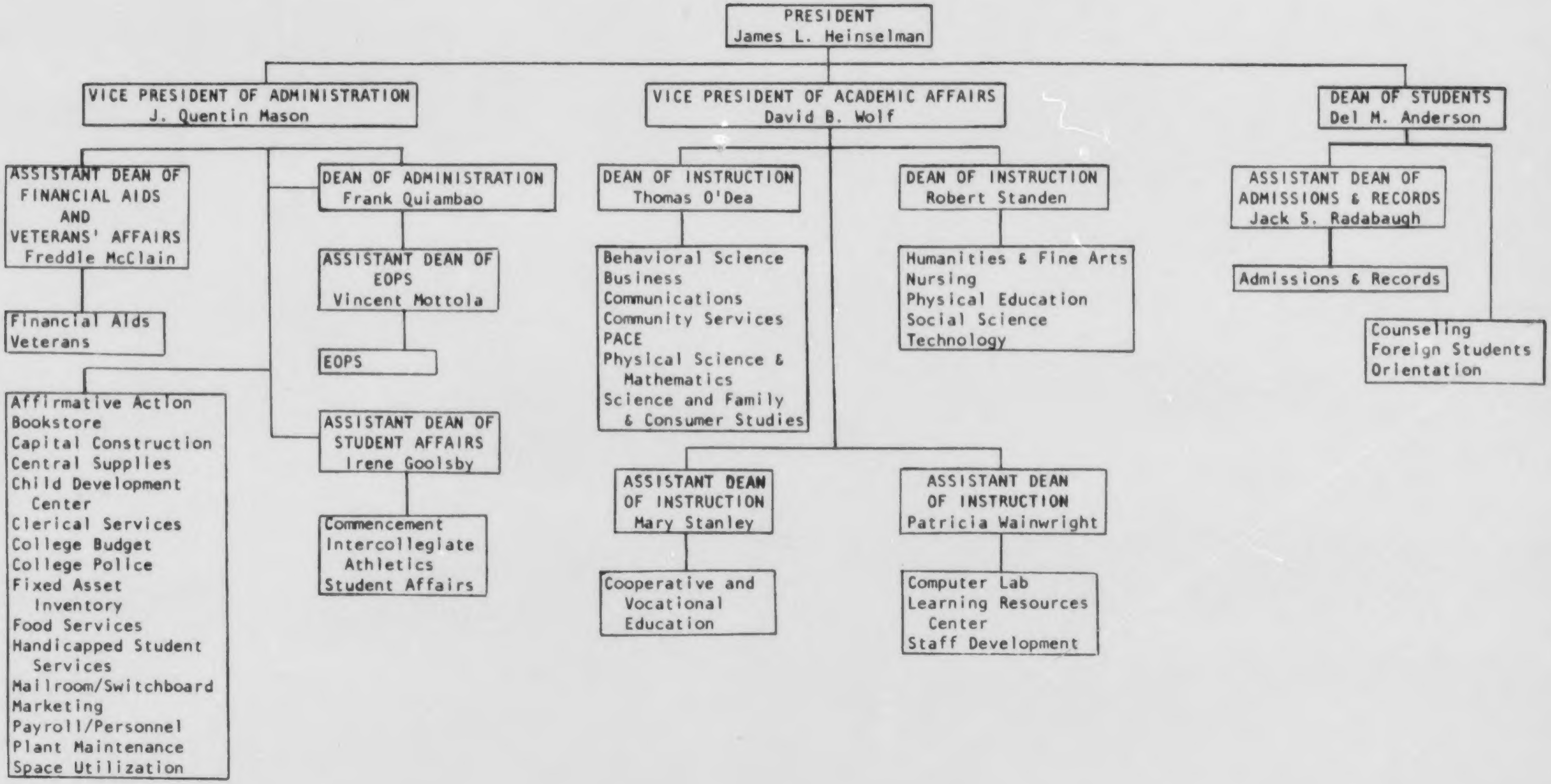
Harbor College survived the 1983-84 year and made some incremental improvements despite fiscal contraints and budget reductions. The entire staff remains dedicated to providing a comprehensive program for the community it serves. Changes in the community are matters to be considered in planning for the future. Statistics show that the overall community population has increased; yet, the ethnic diversity has been maintained. The proportion of younger students has increased in the College although the area-wide proportion of those persons under 19 years of age has declined. Relationships with local high schools have been strengthened. They have cooperated fully as expanded marketing efforts were instituted. Many contacts with a variety of community groups and strong, active advisory committees have reinforced the participation of community members and organizations.

Instructional programs have remained stable. Few new courses were added; however, careful study and analysis of remedial offerings have been initiated. The development of an Honors Program is also being planned. Faculty development is a current issue. Monthly forums are planned to demonstrate successful classroom methods. Funding was continued for the Investment in People Programs which upgraded Office Automation and Printing Lithography programs. A Displaced Worker Retraining Grant provided funds for equipment which will strengthen microcomputer training at the College, and another VEA grant will provide basic skills training for displaced workers.

Project ACCESS continues to gain momentum. Orientation, assessment, counseling, and follow-up services are required for all new students. Many components of the Harbor College program were used in the development of a state-wide matriculation plan.

Administration contributed exceptional efforts to create a campus environment--buildings, grounds, and food services--which support a "quality" image. Community Services/Continuing Education is moving toward self-support. More Continuing Education courses are planned for the future.

LOS ANGELES HARBOR COLLEGE
ORGANIZATION CHART
1983-84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James L. Heinselman
VICE PRESIDENT OF ADMINISTRATION
J. Quentin Mason
VICE PRESIDENT OF ACADEMIC AFFAIRS
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DEAN OF STUDENTS
Del M. Anderson
ASSISTANT DEAN OF FINANCIAL AIDS AND VETERANS' AFFAIRS
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Financial Aids
Veterans
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Vincent Mottola
EOPS
Affirmative Action
Bookstore
Capital Construction
Central Supplies
Child Development Center
Clerical Services
College Budget
College Police
Fixed Asset Inventory
Food Services
Handicapped Student Services
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DEAN OF INSTRUCTION
Thomas O'Dea
Behavioral Science
Business
Communications
Community Services
PACE
Physical Science & Mathematics
Science and Family & Consumer Studies
DEAN OF INSTRUCTION
Robert Standen
Humanities & Fine Arts
Nursing
Physical Education
Social Science
Technology
ASSISTANT DEAN OF INSTRUCTION
Mary Stanley
Cooperative and Vocational Education
ASSISTANT DEAN OF INSTRUCTION
Patricia Wainwright
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Learning Resources Center
Staff Development
ASSISTANT DEAN OF ADMISSIONS & RECORDS
Jack S. Radabaugh
Admissions & Records
Counseling
Foreign Students
Orientation

BEST COPY

LOS ANGELES MISSION COLLEGE

THE COLLEGE

Community Served by the College

Los Angeles Mission College serves the Northeast San Fernando Valley areas of Los Angeles City and County. These areas consist of the ethnically and socio-economically diverse communities of San Fernando, Pacoima, Arleta, Lakeview Terrace, Mission Hills, Sun Valley, Tujunga, Granada Hills, Sepulveda, Chatsworth, Sylmar and Northridge.

Within the service area, the western portion tends to exhibit greater wealth, smaller families, fewer residents from minority groups and greater educational attainment than average. Communities in the center of the area represent the opposite trend, while those in the eastern sector tend toward the average in wealth, family size, ethnicity and education.

The North San Fernando Valley is suburban in nature. The business life of the area is dominated by organizations concerned with the retail sale of merchandise and services. Small areas in the far northern and southern portion of the middle sector feature light manufacturing and food processing. The overall commercial base, however, reflects the business and industry of central Los Angeles, where a great portion of the residents of the North Valley are employed.

The 1980 census data indicate that the total population of this collective area is about 436,000 persons. Ethnically, 56% of these are white, 32% Hispanic, 7.5% black and 4.5% Asian or other. The College's immediate service area is characterized by a high rate of unemployment (approximately 1.5 percentage points higher than that of the general population of Los Angeles County), a low level of income (a median annual income of $17,740 compared to a District median of $23,120) and a low but steadily increasing rate of educational participation.

In Fall 1983, 71% of the student population was over 25 years of age compared to 50% districtwide, making the student population the oldest in the District. Many of the students were employed full- or part-time, and as a result, 91% of the students attended school part-time and 50% attended evening classes. Women students represented 68% of enrollment. Ethnically, enrollment is fairly representative of the area's population; 46% of the students were white, 36% Hispanic, 10% black, 5% Asian and 3% other.

To meet the needs of the multi-ethnic student population, the College has programs that include the Bilingual Educational Aide Program, the Open-Entry Office Administration Program, Extended Opportunity Programs and Services (EOP&S), the tutorial program, the High Intensity Language Training Program (HILT) and Placement Services.

There are several postsecondary institutions, such as adult schools, a regional occupational center, and private trade schools, serving this area of the San Fernando Valley. However, Los Angeles Mission College is the only associate degree-granting institution offering college transfer and vocational instruction in the area.

Mission and Functions Statement

The administrators, faculty and support staff at Mission College believe that the underlying principle upon which the College was founded is that the role of educational institutions, in a democratic society, is to help individual citizens develop to their fullest potential.

Thus, the mission of the College is to provide comprehensive lower division occupational, transfer and continuing educational programs which are appropriate to the service area and which meet the changing needs of students for academic and occupational preparation, better citizenship, and increased cultural understanding.

College Goals

The specific goals of the College are:

1. to provide transfer, career and vocational programs responsive to the diverse needs of the heterogeneous population served by the College;
2. to provide programs of general education and cultural significance for the enrichment of each student's collegiate experience;
3. to strengthen the student's skills through supportive and developmental programs and services in order to help each student succeed in college;
4. to provide community service educational programs to supplement the College's university transfer and vocational programs;
5. to help satisfy additional needs and interests of students through a comprehensive program of student services and activities;
6. to offer comprehensive counseling and guidance services to all students;
7. to locate community college programs and services as conveniently as possible in the service area;
8. to provide meaningful participation for faculty, staff, students and community in decisions affecting the College's development;
9. to establish and maintain the staff and ethnic balance in response to the District's affirmative action policy;
10. to provide adequate facilities and material to effectively implement the College's program;
11. to develop evaluation procedures for all segments and processes of the College; and
12. to provide a well-planned permanent campus validated by College and community participation and support.

College Organization

The College has had a permanent president, Lowell J. Erickson, since December, 1982. A major change in administration and responsibilities was initiated July 1, 1983, when the reorganization plan combined three dean positions into two vice-president positions. Three deans and two assistant deans complete the administrative structure. The positions of assistant dean of admissions, public information officer, and nurse were eliminated. An organizational chart of the College is presented on the final page of this report.

The reorganization has required that new interrelationships be formed among instructional, student support and administrative services functions, while delineating specific areas of responsibility under each vice president.

ACHIEVEMENTS AND PROBLEMS

Instructional Disciplines

Mission's objectives to increase enrollment and centralize facilities, essential to the realization of a permanent campus, have been difficult to meet under restrictive funding. Reduced class offerings resulted in a 16% drop in enrollment from Fall 1982 to Fall 1983, although a budget augmentation restored Spring 1984 enrollment to the Spring 1983 level.

Areas of instruction that continue to have high demand are general education, business and home economics. English, mathematics and developmental communications generated 23% of the College's total weekly student contact hours (WSCH). In business subjects, business data processing courses attracted the most students, followed by secretarial and accounting courses. Together, family and consumer studies and child development disciplines produced 11% of total WSCH.

While the size of the College precludes extensive curricular diversity, comprehensiveness is maintained by programs in the liberal arts and sciences and a number of vocational programs.

Transfer. The College has been involved in several activities which promote transfer education and retention. The Transfer Education Committee, which includes representation from staff and offices that are directly involved in transfer education, continued to be active. The Committee met regularly to develop methods of encouraging transfer, including new student orientation, testing and placement procedures, scheduling of transfer courses, the publicizing of transfer information and improvement in counseling and faculty advising. As a result, a Transfer Center has been established on campus and transfer information is prominently displayed in both the college catalog and schedule of classes. Representatives from California State University, Northridge, each spend one afternoon and evening a week advising students in the Transfer Center.

Mission transfers to California public four-year institutions increased slightly, from 42 students in Fall 1982 to 44 students in Fall 1983. This figure is just slightly below the average for the past seven years, and represents a gradual rise from a low of 38 students in Fall 1981.

Another project the College is involved with is the District's Project ACCESS, an assessment/placement program for entering students which also identifies student goals such as transfer. Data collected in Fall 1982 were analyzed, resulting in the introduction of new techniques designed to increase the number of transfer students. With increasing cumulative information, the College expects to provide better assistance to students in scheduling classes, advisement and placement.

In August of 1983, the College received a $25,000 grant from the Ford Foundation to establish a special program for low-income and ethnic minority students wanting to transfer to a four-year university. The Mission College Ford Foundation Transfer Program was written with the primary purpose of providing adequate and accurate transfer information to any low-income, ethnic minority student who had completed at least 30 transferable semester units with a minimum grade point average of 2.0. An integral part of the program will entail monitoring recently transferred students by inviting them to submit progress reports and to return to the College to share their experience with future potential transfers.

The Director recruited 56 participating students with the assistance of 10 alumni student tutor-mentors. In total, more than 90 students have filed an application to participate and at least forty-five have applied for admission to several universities. The remaining 45 students have deferred the transfer process to the 1984-85 academic year.

Vocational. Mission College has twelve vocational education programs: Alcohol Studies, Avionics, Business, Business Data Processing, Child Development (with an option in Bilingual/Bicultural Education), Electronics, Family & Consumer Studies, Diesel Technology, Real Estate, Supervision, Finance, and Office Administration. Three of these programs were new to the College in 1983-84. Business Data Processing was an option within the general Business program until this past year. Electronics had only offered introductory courses for two years, and Alcohol Studies was a specialty under Psychology until 1983-84. In order to build these new programs, several significant decisions were made this past year. Full-time instructors were hired for both Electronics and Alcohol Studies, and the entire Vocational Education Act (VEA) equipment request was directed toward Business Data Processing. The Electronics program will now be allowed to provide second-year courses and will move into microprocessor and digital specializations. The Business Data Processing program will emphasize microcomputer applications. There have been many inquiries regarding the offering of Alcohol Studies courses in other parts of the Los Angeles Community College District, and courses will be offered in 1984-85 outside of the Mission central service area. Alcohol Studies is a very high enrollment/low-cost program requiring no special equipment or supplies, and classes are offered in community facilities.

Mission College has worked for several years to establish a much needed Nursing program and has an active faculty and advisory committee working toward that purpose. The program received District approval and was submitted to the State for final approval in 1983. Approval was denied because of budgetary problems. The College is pursuing the possibility of establishing a Nursing program linked to Valley College's program.

Lack of facilities and equipment continues to hinder the expansion of vocational programs. In Business Data Processing, the limited number of computers makes it impossible for all students to have sufficient hands-on laboratory experience. Outdated equipment in the Office Administration areas prevents the College from offering adequate programs in word processing and computerized office systems. The Diesel program has neither the space nor equipment to provide second-level courses. In Fall 1984 the Diesel program will become a day as well as an evening program with the introduction of a morning block of beginning classes. Advanced classes will be postponed pending better facilities and equipment.

Developmental. Project ACCESS has shown the need to develop and expand remedial instruction in language skills and mathematics. The College continues to add additional developmental communications and English as a second language (ESL) courses. Because of a retirement, there is no full-time reading instructor at Mission College, but this position, as well as a new ESL position, has been requested for 1984-85. During this past year the College developed the English 60 series, which will replace English 28 as a prerequisite for English 1 and fulfill associate degree English requirements starting in Fall 1984.

Instructional Support and Student Services

Library and Learning Resources Center. All Library and Learning Resource Center functions have been impaired because of underfunding; deterioration has been obvious.

With only two certificated staff members (one replacing a librarian on sabbatical) and the elimination of part-time hours, facilities were open just four days a week the entire year. Hours per day were also shortened during the fall semester. The materials budget was cut in half and periodical subscriptions reduced from more than 400 to about 200. Book and non-print media purchases were concomitantly down. Film rentals were mostly limited to those available at low cost from Los Angeles County.

The abbreviated hours have reduced orientation requests and Library assignments. Lack of up-to-date research materials undermined both the teaching and information-gathering functions of the Library. To ameliorate the situation, worsening throughout the District, several committees have been formed to address problems.

Counseling and Services to Special Clientele. There are four counseling positions assigned to Mission College. The counselors are responsible for providing articulation counseling to transfer students, and academic, personal and career guidance to all day and evening students. Counselors conducted recruitment programs at nine high schools on a regular basis throughout the year, and also hosted the third High School Counselor's Day. New registration procedures were instituted in Fall 1982, in conjunction with Mission College's participation in the District's Project ACCESS.

In Spring 1983, all new and re-entering students were directed to attend a new student orientation and assessment meeting. This two-and-a-half-hour, mandatory meeting included the gathering of information about the student's educational and career goals, administration of the 45-minute assessment instrument, instruction in using the College catalog and schedule, and interpretation of the student's test scores in connection with the student's program of classes. The College also instituted a new examination for students with limited English language skills. Students received special language assessment and orientation, which were followed by placement in the appropriate ESL and reading classes. The orientation and assessment meetings for new and re-entering students (including ESL assessment) were continued through 1983-84, with 3,300 students participating.

All students received letters from counselors inviting them to come in for pre-registration counseling each semester and for assistance in planning their careers, transfer or general programs. Language instructors were given forms at the end of the semester on which they were asked to recommend the appropriate course for the student in the next semester.

The Office of Veterans Affairs, housed in the Office of Admissions and Records, maintained an average enrollment of 76 veteran students during 1983-84, about the same as in 1982-83. Authorization was obtained for a new delimiting extension, from the State Education Board, for the certificate program in the 1982-83 catalog to be acceptable for vocational training. A counseling plan to pre-advise veterans before registration was initiated. The College received $732 in Veteran's Cost of Instruction Program (VCIP) funds.

There was an average enrollment of 15 foreign students enrolled in 1983-84, an increase from the 1982-83 average enrollment figure of 11. There were 126 applications; recruitment information was sent to schools and in response to general inquiries. Foreign students were referred to the College counseling staff for academic, personal and career advisement.

Staff in Extended Opportunity Programs and Services (EOP&S) identified 126 students as income-eligible. Thirty students received tutorial assistance, totaling 327 hours, and 125 students received counseling services, totaling 500 hours. The tutoring program was reorganized because of the low number of contact hours, inadequate student supervision and program accountability. Peer Advising was combined with Peer Tutoring under one supervisor. The combined program is expected to increase student contact hours by 60 to 70 percent.

The Handicapped Students' Program and Services Office provided services for three blind students, six orthopedically handicapped students, 12 students with other health impairments, along with the 70 learning disabled students. Mission College has become the center for Learning Disabled Students in the San Fernando Valley, providing full service to this one disability group. This is part of a District plan to serve students in spite of budget constraints. This year the Learning Disabled population dropped from 86 to 70 and the total handicapped student population from 103 to 91. The Office provided special Developmental Communication classes for learning disabled students, a Personal Development class for 10 disabled students, individual counseling for all 91 students, and job development and placement for 25 disabled students. The goal for next year is to provide at least the same level of service and to try to increase services if grant money or additional budget can be obtained.

Financial Aid. The Financial Aid staff continued to determine eligibility for and to administer Pell Grants, National Direct Student Loans (NDSL), Supplemental Education Opportunity Grants (SEOG) and the College Work-Study Program. The Financial Aid assistant dean, who was temporarily reassigned for the 1982-83 year, returned to the Office. Available funding for financial aid was $225,385 and the total awarded to students was $197,972. A total of 254 students applied for financial aid, compared to 327 in 1983-83. There were 115 awards in 1983-84 compared to 123 in 1982-83. The average award was $1,722, up 2% over the 1982-83 total of $1,695. This was the first year for the newly developed automated financial aid system, which caused lengthy delays in processing applications.

Admissions and Records. The Office of Admissions and Records received a total of 11,726 applications for 1983-84. There were 5,120 for the fall semester, 5,708 for the spring semester and 898 for the summer session. This represents a two percent increase from the previous year. Mission College received on-line registration equipment earlier than scheduled, and was able to register students using the system for the fall semester. There has been a year of experience with the process; the equipment has been almost faultless and procedures have been generally very efficient. As a result of on-line registration, there has been better staff morale and student registration lines have almost disappeared.

Each semester next year, the Office of Admissions and Records plans to process 6,500 applicants, of which an anticipated 5,000 students will register. The Office is planning to provide support for the two-hour orientation program for new students. There is a planned move to combine the section data-base maintenance with the admissions process in order to eliminate data-base maintenance errors. There is a need for a two-hour rated fireproof room in the admissions area to protect student records. Admissions and Records has also taken over all record keeping on Metropolitan College students, involving some 130,000 records. These were not in in good functional order, causing delays and thus many complaints. In addition, most of the experienced Metropolitan staff has left, resulting in inadequate coverage of the responsibility.

Student Activities. The half-time student advisor-counselor position was deleted and the responsibility of advising the Associated Student Body Organization (ASB) was assigned to the Dean of Student Services. This reduced the quality of student activities and time available for instruction between the ASB leadership and its advisor. In spite of this, a Cinco de Mayo program, the President's Honors Program and Commencement were supported by ASB participation and assistance.

Special Services. The Career Center was started in December, 1983 in the Campus Center Building. The Center is staffed by three part-time counselors, one student assistant and one student worker, and is totally funded by VEA funds. The main function of the Center is to aid students interested in vocational education courses in making realistic career decisions. Career counseling continues to make use of the computerized EUREKA California Career Information System. The counselors participated in the General Motors Career Fair and in the National Guard Career Fair. Classroom visits were made to vocational education classes to inform students of the available resources. Meetings were held each Thursday evening to assist returning women students. The Center has exceeded its original goal of serving 1,000 students. The primary needs of the Center are additional space to serve students and adequate funds to employ career counselors.

The Learning Assistance Center, formerly the EOP&S Tutoring Lab, served approximately 600 students in 1983-84. The Center offered educational assessment and advisement; subject-area tutoring; and individualized, tutor-assisted instruction in basic skills. The staff, consisting of a Center Director, a Center Manager, a Tutor Supervisor and ten Tutors, depend on VEA and EOP&S funding except for 60% of the Director's time. The concern of the Center is the lack of adequate centralized space for students.

The Child Development Center served an average of thirty-five children per month from an average of thirty families. The staff of one director and two teachers is aided by three student workers/recreational aides per semester. A major staffing change occurred when the director left for the spring semester and was replaced with an acting director. The characteristics of the population served are: 98% of the student-parents are women and 85% have one child enrolled; approximately 50% are single parents; 60% qualify for the lowest fee rate, based on income; and the average number of units carried by the student-parents is eight. This year the children were able to take two field trips with the support of ASB funds. The highly active Parents' Club collected $865 through fund-raisers.

The Child Development Center lacks support personnel and funds for substitute teachers. The projected budget for 1984-85 will reduce current funding by approximately 40% and will have a severe, negative impact on the operation of the Center.

The Placement Office served 1,564 students in 1983-84. There were 860 students referred to job openings, and approximately 200 obtained employment. The earning potential of the students was estimated at approximately $350,000 in 1983-84.

The Office, in connection with the Office of Academic Affairs, placed high school students in part-time, on-campus positions as part of the Summer Youth Employment Program. The placement process was reviewed and revised in conjunction with the Financial Aid Office and the personnel clerk to improve the efficiency of the overall process. The primary need of the Office is for a full-time clerical person to support the Placement Coordinator.

Community Services

The Community Services program continues to serve the Mission College area despite reductions in budget and staff. At present, the program is being run by two unclassified employees and a student assistant. The program continues to operate at a deficit but is slowly moving toward self-sufficiency.

Trying to become a self-sufficient program is the greatest challenge facing Community Services. Programs such as Traffic Violators School, the move toward promotion in the West Valley, and increased contact with business and industry can help Community Services accomplish that goal.

Non-Credit Classes. There are several promising programs which have been developed over the past two years. More and more sections of Traffic Violators School are being added in order to meet the needs of the community. There are sections in both English and Spanish. The College is now offering programs at Chatsworth Park and has plans to increase its exposure in the West Valley by offering programs at Lanark Park in Canoga Park next fall. The combining of the Community Services and the credit schedules for both the fall and spring semesters allowed for much greater distribution of Community Services schedules without additional cost. Enrollment in non-credit classes had a slight drop during 1983-84 of 5% from 1982-83.

Events. Because of budget and facilities limitations, it is difficult to program special events. The Ballet Folklorico classes performed two consecutive evenings in leased facilities and attracted approximately 1,500 people. There were also several travel programs conducted by Mission College and presented free of charge to the community.

Administration and Planning

Special Fund Development. This past year, because of administrative cuts, no administrator was available to devote ample time to fund development. However, a College Resource Development Committee was established that set priorities, searched for funding sources and submitted proposals. In addition to the usual VEA applications, proposals were submitted to the Ford

Foundation, the Handicapped Children's Model Program, the Parsons Foundation, the Women's Equity Program, the Bilingual Program, and the Los Angeles Business/Labor Council. The year saw the initiation of the Ford Foundation Transfer Student Program, which provided counseling, tutoring, transfer assistance, and mentors for 56 minority students.

This past year also saw the continuation of the Bilingual Education Paraprofessional Training Program, cosponsored by the District and the Los Angeles Unified School District (LAUSD). This project continues to meet the immediate hands-on training and educational needs of the LAUSD's bilingual classroom paraprofessionals. This project was funded under a Title VII grant and monies from the LAUSD's general funds. During this past year over 500 students were served by the Phase I training cycle and are eligible for Phase II of this project in the fall. Also, 286 students from the 1982-83 Phase I program enrolled in Phase II this year. District colleges participating with Mission were East and Southwest. Because of Mission College's Bilingual Education Office's efforts, Southwest has implemented a Bilingual/Bicultural Education Aide Program to address the needs of the students from Phase I through Phase IV of the Program.

Mission College's Bilingual Education Office also received VEA funding to co-sponsor, with the State Chancellor's Office, the first Statewide California Community College Bilingual Education Conference. Funding included provisions for the review of relevant VEA policies, the implementation process to be utilized by community colleges interested in establishing bilingual vocational education programs, and the participation of at least two participants at the Conference from each community college with a significant population of limited English-speaking students.

In addition to the VEA funding for computers and equipment used by Business Data Processing, the College also received funding to provide tutoring for handicapped and educationally disadvantaged vocational students and for limited English-speaking students. Funds were also received to provide consumer education, nutrition, family living, child development and clothing construction information and assistance to residents living in depressed areas.

Long-Range Planning. Mission College was faced with the same dilemma as other colleges in the District regarding long-range planning: how can an institution plan for its long-range future when it is constantly beset by problems that seem to threaten its immediate existence? However, Mission must continue its planning in order to justify and prepare for a permanent campus.

Progress was made toward realizing plans for a permanent campus, as described elsewhere in this report. The State Legislature authorized the Board of Trustees to secure funds from the Northwest Valley site and the Board subsequently authorized staff to receive proposals from developers so that surplus property could be liquidated.

Much of what Mission College did in the way of long-range planning was involved in the accreditation process. This process not only reviews what has been accomplished in the past, but also requires that an institution look toward its future. The visit of the Evaluation Team had been delayed from the Spring of 1983 to March 27-29, 1984. This caused the College to review and revise its self-study during the summer and fall of 1983.

The major findings of the evaluation team can be summarized as follows:

1. There is a need need to clarify the cluster organization of the College.
2. There is a need to develop a cohesive institutional statement which sets forth general goals and specific objectives.
3. There is a need to finalize the timetable, construction, and fiscal support for the permanent campus.

Of course, all of these issues relate to the long-range planning of the College.

Prior to receiving the final results of the Accrediting Commission, the College held a retreat in early June, 1984. The theme of the retreat was "A Holistic Approach to Cluster Health," and the topics discussed were communication and morale, educational planning, and students' needs and assessments. The retreat was attended by over half of the faculty, almost all administrators and some classified staff.

The decision was made to begin immediately to develop the institutional goals, objectives and educational plans necessary to get the College ready for planning a permanent campus. The Council of Instruction (College Curriculum Committee) and other groups met through the summer to begin the development of what is basically a 1985-89 College Master Plan.

Public Information. The Public Information Office has been eliminated. The public information officer resigned and the functions of the Office have been assumed by the President's staff. The Staff Bulletin has become a periodic publication and news releases continue to be distributed.

Major Research Projects. No major research projects were conducted during 1983-84.

Community Relations. The principal thrust has been to develop a community support group, the President's Club, into a formal, recognized organization. The By-Laws and Articles of Incorporation have been developed and approved by the President's Club members. They have been submitted to the District Office for review and submission to the Board of Trustees for acceptance.

A dinner was held to celebrate the College's Ninth Anniversary and to honor Assemblyman Richard Katz and three outstanding Los Angeles Mission College employees. Over 200 persons attended, including leaders of the community, President's Club members, members of the Board of Trustees, State Chancellor Gerald Hayward, and a member of the Board of Governors.

In March and April, two "friend-raising" luncheons were held. Community business people met with President Erickson, representatives from the President's Club, administrators and faculty for lunch and to talk about Mission College. The luncheons, sponsored by the President's Club, were held at the College where all the food and decorations were prepared by Family and Consumer Studies classes. These were very successful, and plans are underway to continue similar events in the fall.

Administrative/Fiscal Services

Facilities. Major facilities projects were the relocation of journalism classes from the Mott Building to the Campus Center Building and photography classes to new leased facilities at the Los Angeles County Veterans Memorial Park. The San Fernando Conference Room was remodeled. The Art Trailer was temporarily converted to a student study/rest area. The Vice President of Administration and staff were relocated from the Campus Center to the San Fernando building.

It is well known and acknowledged that Mission's dependence on leased facilities presents unique problems involving renewals and mandatory budget encumbrances in spite of budget reductions. The recently hired Facilities Manager must be both manager and craftsman, providing advice as well on numerous changes in classroom configurations and on permanent site planning. Nevertheless, response time to facilities requests has lessened significantly.

El Cariso Site. The El Cariso site, located in the Sylmar area, is the planned future home for a permanent Mission College campus. The 22-acre property was purchased in 1982 from the Los Angeles Unified School District. The final environmental impact report was prepared and submitted in 1983. Assemblyman Katz sponsored a rider to the 1983 Budget Act which authorized the Board of Trustees to proceed with the sale or lease of the Northwest Valley site, in order to provide funds for the working drawings and the site preparation of the new campus. On April 19, 1984, the California Community College Board of Governors voted in favor of $12 million in construction funds for inclusion in the 1985-86 state budget.

Plant Maintenance and Operation. The College operated in 14 leased locations, occupying 86,000 square feet of full-time leased/owned facilities, plus several part-time facilities. A senior custodian position and a custodial position were lost due to budget constraints. Journalism moved out of Mott building due to fumes from an adjacent establishment. A campus-wide program of improvements was started, including painting and the repairing of lighting fixtures.

Energy Conservation. Because of staff and budget reductions, the energy conservation program was reduced to passive measures, such as thermostat settings and time clocks. The utilities budget has decreased 7%, despite rate increases, because of conservation efforts and increased staff awareness.

Security and Safety. College Police have continued to meet the primary goal of providing a safe and secure campus during 1983-84. Thefts and vandalism were the primary police problems; however, there were no major crimes or incidents against persons. The dollar value of thefts and vandalism was $2,425, down slightly from last year. This was a result of the College's crime prevention education program and vigilance of the officers. Additionally, 195 parking citations were issued in 1983-84. The College's area of police patrol has been extended to include Veteran's Memorial Park and the Gold Creek Ecological Reserve.

In addition to maintaining a highly visible patrol, College Police conducted a voluntary program of fingerprinting children in the Child Care Center for identification purposes, and have circulated safety brochures.

College Police plan to give Cardiopulmonary Resuscitation (CPR) classes to all campus management personnel in 1984-85. The Safety and Security Office needs to be staffed with up to four officers and a captain to provide full coverage for all of the hours that classes are in session. There is a need for a second vehicle to provide coverage throughout the campus and as a backup to the present vehicle.

Budget. The budget development process this year was incorporated into the planning activities of the District as a whole, maintaining responsibility and control for all personnel accounts at the District level and for non-salary allocations. The final budget allocation was 13% less than the previous year's final budget. The campus Budget Advisory Committee, representing all areas of the College, met to review and made recommendations on operating with a 40% cut in non-salary areas.

Until mid-year the College could not transfer funds between major objects. At mid-year additional allocations were provided to cover projected deficits. For 1984-85 the College was given a Component I allocation of $4,330,000, which is 6% less than the final budget for 1983-84, and 19% less than the final budget for 1982-83. The shortage of funds continues to be a major problem for the College in pursuing its institutional goals.

Personnel Services

Procedures and Record Keeping. The College Admissions and Business Offices have made the necessary physical and organizational changes for online registration. The districtwide on-line computerized Request for Personnel Action (RPA) system, which allows for input of personnel changes and retrieval of records, had been initiated. The RPA system has been time-saving, giving ready information on available budget for new personnel and giving waiver approval for added personnel. Procedures have been developed to accommodate the collecting of enrollment fees and instructional material fees.

The Business Office plans to be able to accept the new enrollment fees required in Fall 1984 without any significant problems and to make necessary refunds within a six-week period.

Affirmative Action. Some progress toward affirmative action goals was made in the following categories: black managerial, Chicano and Asian full-time faculty, and Chicano clerical personnel. Overall, there was a 16% reduction in the number of staff, from 213 in 1982-83 to 179 in 1983-84. The reduction was a result of funding difficulties which prompted many retirements, terminations, and only a few replacements or new hires. The College Affirmative Action Office representative continues to participate in screening committees. The Office regularly posts information and bulletins regarding personnel operations as well as employment opportunities both within and outside the District.

Staff Relations/Labor Concerns. As with all of the colleges in the District, primary labor problems were related to the extreme budget emergency. The Board of Trustees identified a large number of classified positions that might be terminated. Half of the classified staff at Mission were faced with either lay-offs or transfers to other colleges. Several meetings were held with the classified employees to keep them informed and to answer questions. By the time that the lay-offs were rescinded, several key employees had transferred to other colleges or had accepted employment outside the District.

Staff Development. In conjunction with the District's Center for Professional Development, seminars and workshops were given this year. The meetings covered a variety of topics appropriate to the needs of both certificated and classified staff.

SUMMARY

Even though faced with severe budget reductions which decreased course offerings, enrollments and personnel, Los Angeles Mission College made significant strides during 1983-84.

The realization of a new permanent campus came closer than ever before. The passage of Assemblyman Richard Katz's rider to the 1983 Budget Act meant that, even in the midst of financial crisis, the Board of Trustees could seek funds for the working drawings and site preparation for the new college campus. In June, 1984, the Board authorized staff to receive proposals for the sale or development of the Northwest Valley site. The Board of Governors included $12 million in construction funds in its Capital Construction Plan for the 1985-86 fiscal year.

The accreditation of the College was reaffirmed by the Western States Accrediting Commission in June, 1984, after a visit by the Evaluation Team on March 27-29, 1984.

The ninth graduation class had 102 graduates, including 66 women and 36 men. Fifty percent of the graduates indicated that they will transfer to a four-year college or university.

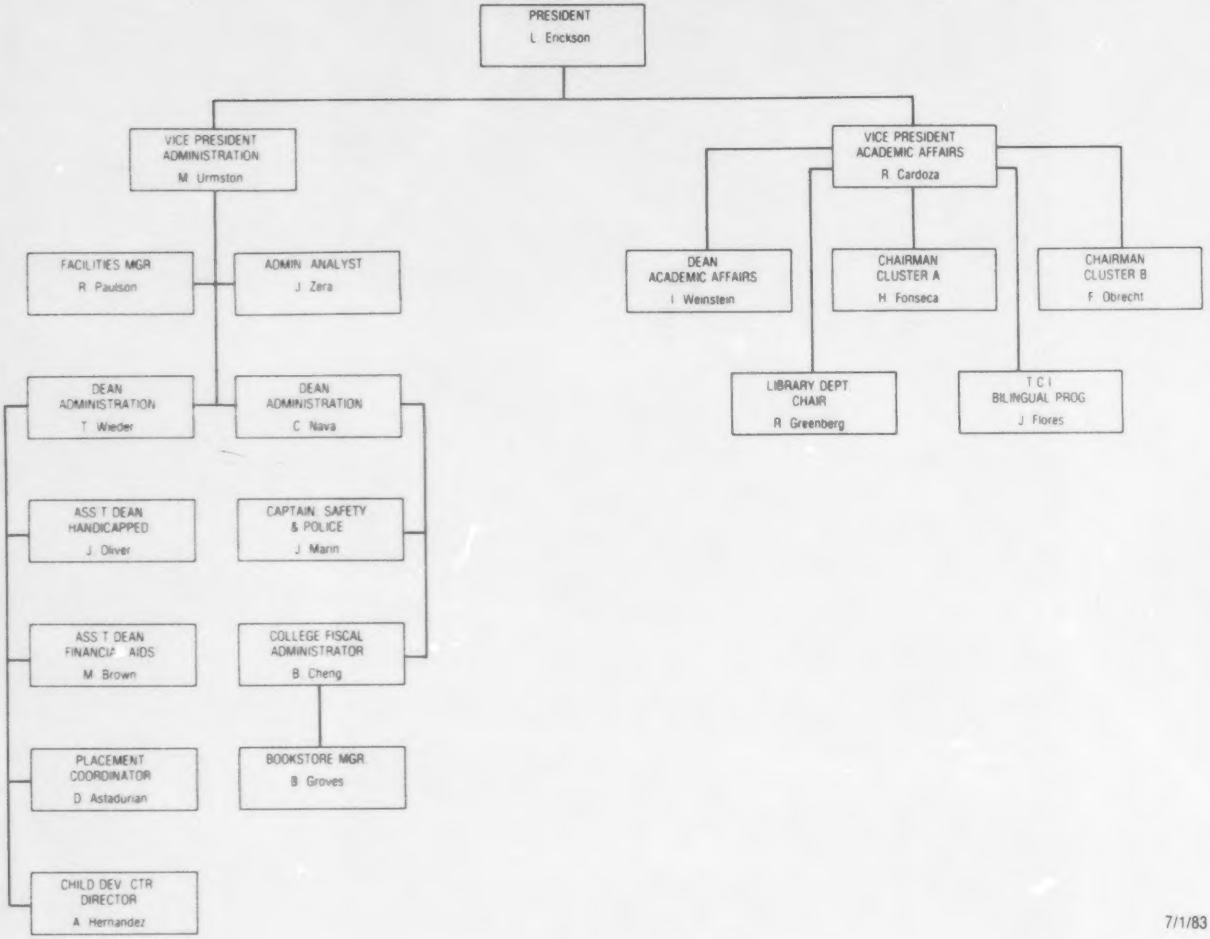
Administration has continued to develop community support. In conjunction with the President's Club, a series of "Friend-Raising" meetings were held with a wide variety of community leaders helping to cultivate external sources of funding and support. A successful Ninth Anniversary Dinner was held to honor Assemblyman Richard Katz and three Mission College employees. The President's Club is being transformed into an official auxiliary organization, the Los Angeles Mission College Foundation.

Administrative and fiscal services have done an outstanding job of adjusting to on-line registration, preparing for new enrollment fees, and maximizing resources in a period of severe budget limitations.

The year was concluded with a day-and-a-half College Retreat dealing with the major concerns of the Accrediting Commission: the cluster organization, the establishment of goals and objectives, and educational planning for the permanent site.

Mission College had an extremely difficult year, but through it all, progress was made in working toward and planning for the future.

LOS ANGELES MISSION COLLEGE


PRESIDENT L Erickson
VICE PRESIDENT ADMINISTRATION M Urmston
VICE PRESIDENT ACADEMIC AFFAIRS R Cardoza
FACILITIES MGR R Paulson
ADMIN ANALYST J Zera
DEAN ACADEMIC AFFAIRS I Weinstein
CHAIRMAN CLUSTER A H Fonseca
CHAIRMAN CLUSTER B F Obrecht
LIBRARY DEPT CHAIR R Greenberg
T C I BILINGUAL PROG J Flores
DEAN ADMINISTRATION T Wieder
DEAN ADMINISTRATION C Nava
ASS'T DEAN HANDICAPPED J Oliver
CAPTAIN SAFETY & POLICE J Marin
ASS'T DEAN FINANCIAL AIDS M Brown
COLLEGE FISCAL ADMINISTRATOR B Cheng
PLACEMENT COORDINATOR D Astadurian
BOOKSTORE MGR B Groves
CHILD DEV CTR DIRECTOR A Hernandez

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LOS ANGELES PIERCE COLLEGE

THE COLLEGE

Community Served by the College

The mission of Los Angeles Pierce College was impeded in the 1983-84 academic year by the continuing effects of Proposition 13 and other funding cuts. Every function was affected as the College faced the challenge of maintaining its high standards and fulfilling its mission under the serious pressure of these constraints.

Located in the San Fernando Valley approximately 25 miles northwest of the City of Los Angeles, Pierce College serves the communities of Canoga Park, Winnetka, Woodland Hills, Chatsworth, Porter Ranch, Encino, Tarzana, Granada Hills, Northridge, Reseda, and West Van Nuys. According to the 1980 census, the residents of these communities are 87 percent white and fairly affluent; many are employed in computer, electronics, and aerospace industries.

One cannot describe Pierce College without mentioning the farm, its program and related activities--a feature that makes the College a unique institution in the community and the District.

In 1983-84 Los Angeles Pierce College had the largest enrollment and the highest percentage of whites and students under 25 years of age of any college in the District. As in other District colleges, female, part-time, and day students were in the majority.

Mission and Functions Statement

The Pierce College Mission and Functions Statement is consistent with the Board of Trustees' Statement of Educational Philosophy:

> Los Angeles Pierce College affirms the principle that individuals should have opportunities to develop to their full potential. To that end, its main responsibility is to students and to the provision of education which benefits students and enables them to contribute to society.
>
> The major educational functions of Los Angeles Pierce College are to provide lower division transfer, occupational and general education associate degree and certificate programs, and developmental, continuing and community education which is appropriate to the interests of the communities served. These functions are supported by guidance, learning resources and other student and institutional services.

College Goals

The College endeavors to:

1. prepare transfer students for successful upper-division work in the colleges and universities of their choice;
2. train students in specific skills in the vocational-technical programs so they can qualify for employment with the completion of the major;
3. provide a comprehensive counseling and guidance system to assist students to develop realistic educational and vocational goals;
4. provide continuing educational opportunities for the currently employed to improve their prospects for upgrading or promotion;
5. provide community-based outreach programs for citizens interested in off-campus courses in their geographical areas;
6. develop innovative and/or special programs to cultivate students' intellectual curiosity and growth;
7. provide developmental opportunities to meet the special educational needs of underprepared students able to benefit from them;
8. provide the community with recreational, cultural, and educational activities in addition to regular instructional programs;
9. develop a continuous re-entry system to accommodate the changing educational needs of the mature adult;
10. provide an opportunity for individuals to participate in a variety of co-curricular activities;
11. provide special services for the physically-impaired student; and
12. include general education in all programs to provide a broad exposure to knowledge and related learning processes.

College Organization

The College undertook a major administrative reorganization, focusing primarily on the conversion from a three-dean structure to one with two vice presidents. Under the new organization, the Vice President of Academic Affairs was assigned all the duties of the former Dean of Instruction plus the counseling function. The Vice President of Administration assumed the duties of the former Dean of Administrative Services and those of Student Services, Financial Aid, Athletics, Admissions and Records, Child Development Center, and Safety and Police. The system is working well despite the loss of nearly one-fourth of office and clerical personnel. The level of communication between the two major college divisions, as well as within the divisions, has been outstanding.

ACHIEVEMENTS AND PROBLEMS

Instructional Program

The hiring of new faculty for 1983-84 was held to a minimum and few program modifications were introduced; the academic year maintained the status quo at Pierce College. Planning for an Honors Program, however, produced three Honors classes for the Fall 1984 semester and additional components are in the developmental stage. The English as a second language (ESL) program was strengthened by the expansion of the placement test. Humanities course offerings were reviewed and a course was added.

The farm store was reopened and a farrowing unit in the swine operation was constructed. Management and financial records for farm operations were computerized; brochures were developed for the agricultural instructional program; and instructors visited high schools for recruitment purposes.

The Project ACCESS program was instituted for testing and mandatory advisement of entering students.

A student committee was formed as an advisory group for the Vice President of Academic Affairs, and has been very productive.

Transfer. Pierce had the highest number of transfer students of all Los Angeles Community College District colleges; 858 students transferred to the University of California (UC) and California State University (CSU) systems.

The proportion of District transfers coming from Pierce is also typically higher than the College's proportion of total District enrollment, a difference of about 25% transfers to 18% enrollment. In Fall 1983, however, the number of Pierce students transferring to the UC system fell 20% while those entering CSU institutions dropped 9%. The total number of UC/CSU transfers equalled the Fall 1981 level, negating the hopeful 10% Fall 1982 annual increase. The proportion of Pierce transfers declined from 28% in Fall 1982 to 26% of all District transfers in Fall 1983.

Fall 1983 enrollment in transfer disciplines was particularly strong in mathematics, liberal arts and sciences. The large enrollment in physical education fell sharply following the change in graduation requirements. While enrollment declined overall at Pierce as at other District colleges, slight gains occurred in foreign languages and economics.

The College Transfer Education Committee continued to address concerns with articulation and the assessment and orientation of new students. It has initiated a study of the impact of English classes on student achievement.

Vocational. Accreditation team visits were made during the year to evaluate the Nursing and Physical Therapy Assistant programs and accreditation was continued. Faculty retirements from Nursing, Drafting, and Automotive Technology threaten the size and continuance of these programs unless replacements can be hired. Vocational Education Act (VEA) funds made it possible to upgrade and purchase additional computer equipment for Computer Science, Industrial Technology, and Office Administration programs.

At the beginning of 1983-84, outreach locations increased to twelve. Contract education agreements with General Motors and Rocketdyne have reached the advanced stages of development.

The Five-Year Plan for Occupational Education was reviewed by departments and updating will continue into fall 1984. A committee on Placement in Vocational Education was formed and statements of philosophy, needs, purposes, functions, goals and objectives were completed in June. Although enrollment declines were widespread in vocational as in other disciplines, demand remained strongest in the areas of business and office occupations, computer sciences, agriculture and electronics. Small programs in general engineering, quality and numerical control slightly increased their enrollment.

Developmental. Upgrading of basic skills was provided through classes in developmental communications, in mathematics, writing, and reading laboratories, and through workshops and tutoring in the Study Skills/Tutorial Center.

Instructional Support and Student Services

Library and Learning Resource Centers. The 1983-84 level of Library services fell below that of 1982-83 because of budget restrictions and lack of adequate personnel. A districtwide committee of the librarian chairs is formulating a plan for library automation that should alleviate the clerical problem. In the Reference Department, pamphlet, clipping, and government files were neither ordered nor kept up to date. Poor maintenance of the Library, as with other areas of the campus, has resulted in less than optimum working and studying conditions. Heavy desk schedules have thus far precluded the revision of the Library Media 15 course.

Study Skills/Tutorial. The Study Skills/Tutorial Center carried out the following activities during 1983-84:

- expanded the one-to-one tutorial program, using peer tutors or Center monitors;
- offered workshops to increase the number of students utilizing basic skills instruction in reading, writing, mathematics and ESL;

- developed innovative instructional materials, strategies, and techniques for individualized and laboratory instruction, acquiring a computer and developing computer-assisted instruction (CAI) software programs;
- expanded coordination with subject instructors, counselors, and other instructional support staff such as the learning disabilities specialist;
- developed and refined staff-training procedures;
- utilized and expanded tracking and evaluation procedures developed in the previous academic year; and
- undertook research studies which indicated that programs have contributed to improved student retention and academic performance.

In 1983-84, the Instructional Media Center (IMC) maintained services despite the loss of three staff members. The following is a summary of services provided:

> Over 2,000 pieces of audiovisual equipment were loaned out. More than 450 photos, maps, etc. were made into slides; over 1,100 slides and 3,500 audiocassettes were duplicated.
>
> Records indicated a large increase in Dial Access and audiovisual loan equipment repair. The need to go strictly "cassette" is evident for the Dial Access facility. Videotape production remained steady.
>
> Campuswide demands for set-up and maintenance of sound equipment remained at the customary high level. Areas served included Music rooms 1 & 2, the Performing Arts Building, the Campus Center, the free speech area, the Agricultural Science area, two gymnasiums, the stadium, cafeteria, and athletic field.

Counseling & Services to Special Clientele. Through individual general counseling appointments and drop-ins, the Counseling Department served 14,316 students during the 1983-84 school year. In addition, 2,980 students were contacted for individual career counseling appointments, EUREKA workshops, and crisis intervention; 5,900 students attended mandatory advisement sessions, probationary student meetings and transfer workshops. Counseling services were also offered by Extended Opportunity Programs and Services (EOP&S), Financial Aid, and Women's Resource Center offices.

The EOP&S had an active year in 1983-84, despite fewer eligible students. The loss of students resulted from students' fears of required tuition and to pilot-testing of FAMS II (Financial Aid Management System); EOP&S eligibility is determined by Financial Aid application criteria. Augmented counseling hours made EOP&S available to all applicants; students were counseled at least once a semester and attended at least one workshop (on study skills, exam-taking, campus procedures, etc.). A Limited English-Speaking program continued to provide tutorial services to refugee students. More students than in the past received EOP&S grants and were more fully compliant with program requirements.

The EOP&S staff included four bilingual student assistants as interpreters, a counselor, counseling assistant, program assistant, and secretary; the Coordinator position remained filled, for the third year, on an acting basis. In record numbers, EOP&S students earned high grade point averages and transferred to four-year schools.

In 1983-84, approximately 800 persons came to the Veterans Office for information about procedures necessary to receive educational benefits from the Veterans Administration. Paperwork was processed for approximately 750 veterans and dependents. Excluding those who enrolled in the College but did not continue, the Office made 1,026 awards to veterans for educational benefits for Summer and Fall 1983 and for Spring 1984.

The Special Services program served 648 disabled students in 1983-84; 21 were visually-impaired, 215 were mobility-impaired; 89 were physically-impaired and 129 were learning-disabled. The computer-assisted-instruction program was increased by acquiring four new Apple computers, which brought the total number to seven. Software was developed in English skills and vocabulary for use by hearing-impaired students, and software for learning-disabled students is still being developed. The learning-disabilities program continued to expand both in offered services and in number of students served. A tutoring program was initiated and, with one or two exceptions, took place in the Study Skills Center under the supervision of a Learning Specialist. Many books, workbooks, and other educational aids were purchased and used in the learning-disabilities program.

The Womens' Re-entry/Resource Center made approximately 300 student contacts during 1983-84. Aside from its ongoing activities, such as the weekly support group for returning students and the monthly meeting offering free legal service, the Center organized over 30 seminars and workshops. Attendance ranged from 15 to 50 participants per workshop; topics included self-esteem, careers and relationships, life transitions, women's health, coping and adapting, grooming, creativity, and rape awareness. More than 1,000 students were referred to other campus services and community agencies. The fourth annual "Women in the Arts" program drew over 150 students and staff members; and a new program, in honor of Women's History Week, hosted a panel of faculty women. Their topic, "Women's History in the 20th Century," evoked lively discussion from 70 participants. More than $1,000 were distributed to students through the Center's Small Grants and Loan Fund and private donor scholarships. Former Pierce students continued to show appreciation by setting up new scholarship funds through the Women's Re-entry/Resource Center.

During 1983-84, the number of F-1 Visa students served by the program for foreign students at Pierce college increased from 115 to 165, and is expected to grow to over 200 during the next year. As a group, the foreign students continued to excel academically. The International Students Club was revived; it developed several on-campus programs to introduce foreign students to faculty, and re-established contact with local Rotary Clubs, who sponsored a foreign student scholarship and a special field trip to a Dodger game.

Financial Aid. Pilot testing of the Financial Aid Management System (FAMS II) caused a reduction from the preceding year in the number of applicants who received aid. The problem will be corrected, however, when the system is fully operational. Funds have been adjusted constantly to ensure full utilization, and it is expected that College Work Study (CWS) funds that are carried forward will be available to support a summer CWS program. The time for application-processing increased from six weeks (average for 1982-83) to four months (average for 1983-84). Many procedures and policies were standardized districtwide, with corresponding changes in staff responsibilities. Additional duties were assigned to the Assistant Dean of Financial Aid, which reduced the total amount of time for administration of this program.

Admissions and Records. In Fall 1983 a new on-line registration system was installed to speed the processing of student records. A new on-line enrollment verification system and an on-line transcript system, planned for operation in Spring 1985, will help expedite transcript processing.

A 28% reduction in personnel caused Admissions and Records to reduce counter-hours from 49 to 44 per week; emergency verifications and transcripts were curtailed, and hand-carried transcripts were eliminated. A new system of sequential document filing was introduced and appears to be working well. The microfilming project is working effectively despite several technical problems at the beginning. Through faculty cooperation, progress was made in eliminating errors in attendance accounting and in grading, and the number of in-lieu grade cards decreased. Procedures for graduation were changed to an annual cycle, whereby students must file a petition to graduate a full semester prior to their last semester at college. This change enabled the Office to provide credit checks to students in advance of registration for their last semester. A subcommittee was formed to review student petitions. The 1984 summer graduating class will be the last class to graduate in the summer.

The Associated Student Body (ASB) encountered some difficulty getting started because of the ineligibility of the new president which required a special election in Fall 1983. Although program planning was delayed, the ASB nevertheless arranged several noon concerts, a Deans' Tea, a holiday program for the classified staff and a lecture by Christine Craft. It published two newsletters and sponsored programs for Martin Luther King's Birthday, Black History Month, Cinco de Mayo, the Holocaust and Jewish Awareness Day. The ASB was involved in such political concerns as community college funding, tuition, the threat of staff layoffs, and the expression of its views in Sacramento. The ASB funded additional support for department programs, the radio station KPCR, the campus Rodeo, Intercollegiate athletic programs, the Hockey Club and Rodeo Club. The ASB contracted with students in the Sports Club to operate concessions at such campus activities as football games, the Rodeo and 4th of July celebrations, and proceeds were used to supplement the athletic program.

The District's $2 Committee met for the first time to distribute funds collected from parking fees. Pierce's ASB received in excess of $9,000 for projects, including $1,100 for recruitment. The ASB further supported recruitment activities by funding lunches at three special enrollment and registration days.

Student Activities. In 1983-84, intercollegiate athletics were highly successful. Men's tennis, women's tennis, and men's basketball teams won Metropolitan Championships. The football team was first in the Southern California Conference and won its division playoff in the Mission Bowl. Students qualified for conference awards from men's and women's swimming and tennis teams and other athletic teams finished their seasons near the top of the conference standings; Pierce won the second highest number of athletic awards in the Metropolitan Conference. A unique leadership pattern was established because of tightened budgets: the men's Athletic Director was responsible for all sports in the fall semester and the women's Athletic Director for all sports in the spring. A new high was reached in fund-raising activities and in personal coaching support. Four coaches donated a portion of their time in a successful effort to sponsor additional sports during the year.

Special Services. Although the College was without a student health program in 1983-84, liaison and policies continued to be administered by the Dean of Student Services. Safety and Police sponsored first-aid classes for campus police officers. Emergencies were referred to the paramedics of the Los Angeles City Fire Department, and foodhandler permit requests were handled by the Los Angeles County Health Department. A clinical psychologist's services, providing a resource to the Counseling Department, were funded by the Associated Student Body.

Student Placement Office records for 1983-84 showed a 49% increase in job listings and a 10% increase in job placement of enrolled students and graduates. The Office contacted 17,450 students, received 1,285 housing listings, made 850 referrals to campus and community members for tutors, and placed 195 College Work Study students in campus jobs. The Associated Student Body funded the purchase of a Telex slide and sound viewer for the Office to provide audio-visual orientation for new students without the aid of a staff member. Recruitment efforts were highlighted by members of the summer Olympic Games. The Job Fair drew 55 employers from the community and was attended by about 3,000 students. In cooperation with Vocational Education and Cooperative Education, special emphasis was placed on developing an improved system of placing and tracking graduates in jobs. The Student Placement Office was combined with the Veterans Office in March and assigned the additional responsibility for scholarship administration.

Community Services

In 1983-84 Community Services offered a wide variety of recreational, cultural, and non-credit educational experiences to provide alternative learning and leisure-time activities for residents of the community. Fourteen off-campus sites provided activities for citizens seeking classes in their neighborhoods. Over 1,000 Gold Cards were issued to senior adults; the total cards issued to date number more than 8,000. All activities, evaluated regularly, continued to fulfill the objectives of Community Services.

While Community Services was limited by staffing and funding restriction and these constraints inhibited growth, careful management permitted some increase in the size and scope of the program. Maximum participant contact increased the income generated for 1983-84 more than $50,000. Future efforts will be directed toward maintaining a totally self-sustaining program.

Non-Credit Classes. Short-term offerings addressed personal growth, career development, recreation, and special-interest programs, as well as continuing education for relicensure, job upgrading, and promotion. The program continued to be cost-effective and self-sustaining and supported classes responsive to community requests and needs. Over 24,000 students of varying ages participated in 1,281 classes, a slight increase over the previous year.

Events. Because of fiscal constraints, only one community event was held, the 6th annual "Sounds of Christmas" concert. Although cultural offerings were reduced in scope, innovative methods of financing these presentations, such as shared-house percentages with artists or companies and co-sponsorship with on-campus groups and community agencies, will be initiated in 1984-85 to ensure continued cultural programming.

Special Services. Evening and weekend open recreational programs were decreased in number by lack of campus space. Civic Center permits were issued to qualified community groups and organizations and efforts were exerted to recover costs related to permit implementation. Active participation and articulation with community groups and organizations increased communication and developed awareness of the College and the Community Services program.

More than 8,000 children and adults from the community and greater Los Angeles were conducted on 392 guided tours of the Pierce College farm, and the summer program "Day on the Farm" involved 85 tours and 2,860 children from schools, camps, and other groups. Although a minimal charge was imposed to defray tour costs, demand and attendance remained high.

Administration and Planning

Long-Range Planning. Long-range planning continued in 1983-84 in the same manner as in 1982-83; that is, the impact of budget reductions challenged the College to reallocate its declining resources in such a way as to maintain programs and services as effectively as possible. The emphasis, therefore, was on retrenchment and survival, rather than on growth and development. Almost all programs and services were reduced in budget or personnel or both. Utilities costs were a notable exception; these costs have increased about 40% in the past two years. Despite this restricted environment, attention was directed to the Five-Year Master Plan for the facilities and programs of the College. Instructional programs were reviewed through staff, campus data, and outside advisory committees.

It appeared that computer science, electronics, and English will need future expansion. Some programs will probably be subject to reductions, but, resources allowing, the Numerical and Quality Control programs were projected for growth in 1985-86. In cooperation with the District's Office of Occupational and Technical Programs, the College is participating in the development of high-technology programs in microwave, laser optics and office automation.

Previous long-range plans had projected several capital projects for 1983-84: a bookstore addition, a new horticulture building, and landscaping for the Performing Arts Building. Although they were cancelled or deferred because of the lack of budget to support them, they will be included in the long-range facility plan, as will a new building for nursing and allied health programs.

Major Research Projects. No major research projects were undertaken at Pierce College during 1983-84 because of lack of staff.

Special Fund Development. During 1983-84, the Foundation for Pierce College continued to support the College through cash grants and donations of equipment. Financial support included the financing of a major portion of High School Visitation Day, grants to faculty for personal development and professional memberships for vocational programs. A grant of $290,000 from International Business Machines for high-technology equipment and curriculum development was awarded to the College. Individual cash donations, ranging from $10 to $5,000, came from local citizens, former students, and corporate executives of local industries. Equipment donations ranged from automobiles for the Automotive Service Technology program to ski equipment for the program serving handicapped students.

Other Projects. On April 10-12, 1984, an eleven-member accreditation team visited Pierce College. A preliminary report has been received and is in the process of being checked for accuracy. Determination of reaccreditation will be made by the Western Association of Schools and Colleges.

Public Information. The Office of Public Information disseminated information about the College to the news media. During the year a total of 460 news, feature stories, and radio items was distributed to the media to highlight College programs and services, as well as workshops held by Community Services and by the Women's Re-entry/Resource Center. News stories were not accompanied by photographs because funds for developing and printing film were curtailed by budget limitations.

Community Relations. Contacts with business and industry expanded during 1983-84. Occupational advisory committees continued to meet and evaluate vocational programs, courses, equipment, and facilities. Contract instruction replaced off-campus outreach courses that had served eight businesses. A new venture developed, however, with the Van Nuys plant of General Motors for high-technology training from June 1984 through Fall 1985. In addition, Pierce College will become the Western Regional training site for the Numerical Control Society Institute of Chicago; and, as part of the agreement, high-technology equipment was donated to the College.

The Student Placement Office also maintained contacts with community employers by telephone invitations to the campus; facility tours of local firms; interviews about jobs, hiring policies and student requirements; and through the annual on-campus Job Fair. Contacts were made as well through memberships in professional organizations: Personnel and Industrial Relations Association (PIRA), San Fernando Valley Industry/Educational Council, California Community College Placement Association, and the Employment Development Department Employer Advisory Group. During 1983-84, over 8,000 employers were listed and approximately 5,000 contacts were made.

Administrative/Fiscal Services

Facilities. Personnel reductions prevented most areas of Plant Facilities from keeping up with work requests. Some areas have fallen several months behind schedule, particularly in the custodial and electrical departments. Twenty-five percent of electricians' time, about 1,000 man-hours, was devoted to Harris Computer Terminal installations and moving. Hundreds of man-hours were used to handle handicapped barrier removal problems. Campus safety hazards have increased faster than repairs could be made and large parking areas and some streets, beyond repair, must await replacement. Large areas of grass are being lost because sprinklers cannot be repaired promptly; several hundred Monterey Pine trees are falling victim to infestation by the pine bark beetle because of insufficient manpower and funds to combat the problem. Contractors and outside vendors were used in many instances to provide repairs and services previously handled by campus personnel.

Security and Safety. Personnel problems remained critical regarding both officer and clerical staffing in 1983-84. The department managed to add a person whose only responsibility is to write citations in the parking lots, easing the workload of the reduced officer staff. A new patrol car was acquired and some advanced training was obtained for the officers. The department assumed responsibility for first-aid treatment at the College, but encountered a lack of care facilities in the Office (i.e., no restrooms, no running water, no rest area, etc.). The department was also given responsibility for reporting employee occupational injury/illness. The total number of service requests increased; for example, in April 1984 there were 4,172 compared to 3,674 in April 1983. Despite this increase and staffing that remained below requirements, the dedication and efforts of the existing staff allowed the unit to fulfill its functions.

Plant Operation and Maintenance. Preventive maintenance was reduced in 1983-84, as emergency repairs dominated the maintenance function. Time was cut from routine duties, such as carpet cleaning, floor and furniture refinishing, window and wall washing, tree trimming, and most maintenance work requiring over 80 man-hours to complete. Absenteeism was high because inner-city transfers made up the bulk of the custodial work force. The mid-year layoff threat led many skilled and valuable personnel to seek other employment, thus causing a further reduction in staff. A first-aid training program was provided for the majority of the Maintenance and Operations staff.

Energy Conservation. Ninety percent of exterior lights on the campus have been converted from incandescent to sodium, and conservation in the swimming pool facility resulted in approximate savings of $5,000 per year in utilities and a savings of four hours per week in custodial time. Insulation blankets were installed on all water heaters. Cost estimates and paybacks were planned for several conservation projects.

A plan was proposed to the District to support conservation projects by permitting the campus to use funds for material and labor that had been budgeted for utilities. This would be allowed only if the amount saved on utilities within the fiscal year was greater than the cost of the projects.

The College arranged an agreement between Southern California Gas Company, a vendor, and the Foundation for Pierce College for 50% participation in a cogeneration project.

Budget. The College was limited in its ability to move money from personnel to support accounts where it was needed. Although the uncertainty of state funding caused delays in the budget development process for 1984-85, the Planning and Development Committee was involved once again in the procedure.

Personnel Services

Procedures and Record Keeping. Additional personnel reductions in 1983-84 had an adverse effect on the payroll function, but the remaining personnel maintained and produced the payroll in a timely and efficient fashion. The on-line personnel system now in use is a vast improvement over former systems.

Affirmative Action. Pierce College lost 109 employees through retirements and resignations. Although these losses included 5 Blacks, 10 Hispanics, 4 Asians, 3 Native-American Indians, and 59 females, the percentages of minorities and women changed slightly or not at all. Pierce's employees are 11% minority and 40% female.

Staff Relations. Staff relations are, in the main, amicable. Most grievances were resolved at the local level.

Staff Development. A staff development committee met during the 1983-84 academic year and defined its objectives as the formulation of plans for flexible calendar days in February and March of 1985. A tentative schedule of activities was drawn up to be presented to the District Flexible Calendar Committee. The Center for Professional Development sponsored talks on the evaluation process, Affirmative Action, and sexual harassment, and two College-sponsored workshops on alcoholism were offered for department chairs and administrators.

A staff development activity of great importance during 1983-84 was the preparation of the accreditation self-study culminating in the team visit in April.

SUMMARY

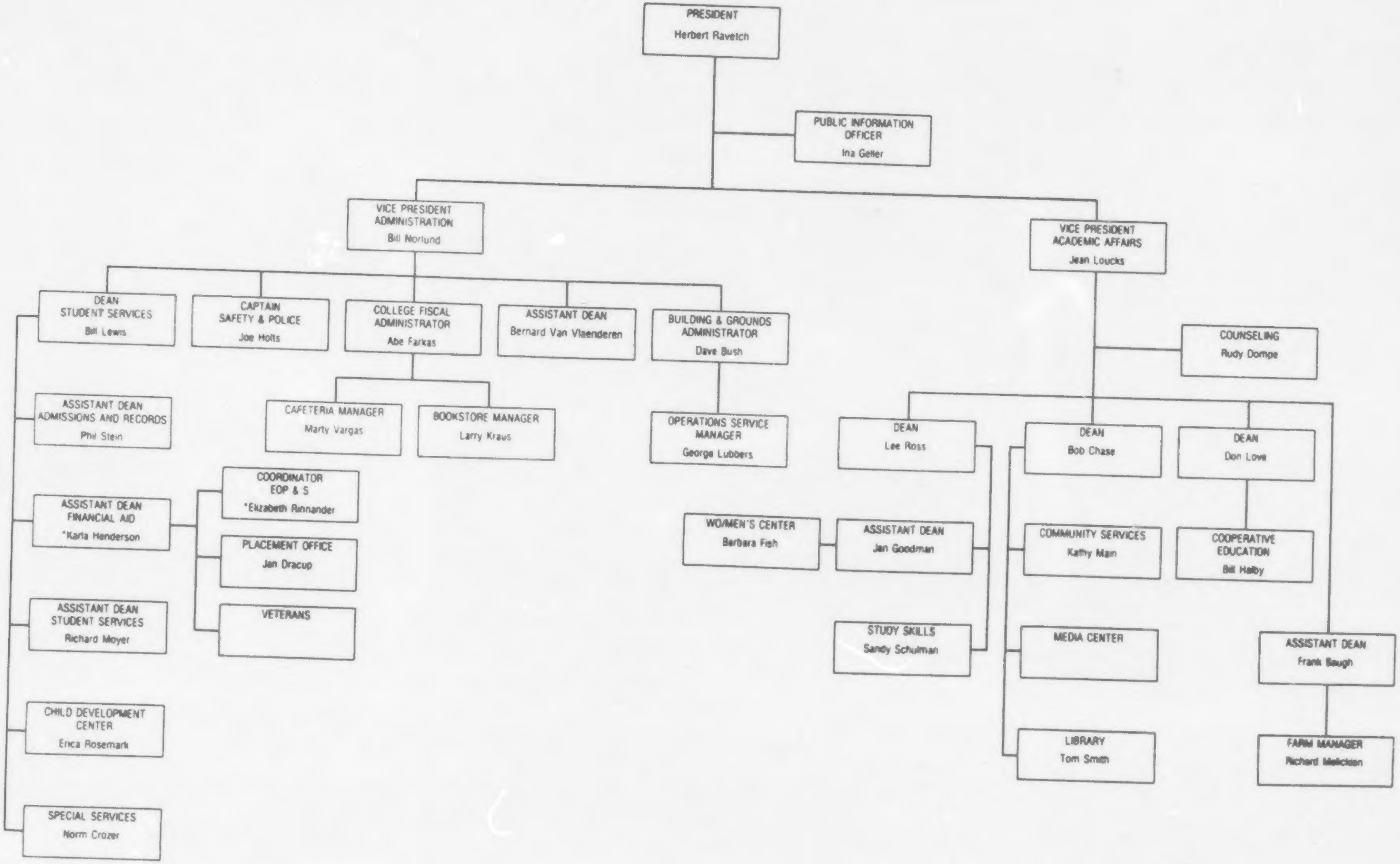
The primary influences on Pierce College in 1983-84 were reductions in personnel and budgets. Although 25% to 30% of personnel retired in 1982-83, only the instructional area received replacements. The year began with an aura of uncertainty caused by political conflicts in Sacramento; these remained unsettled until the end of January. Uncertainty, coupled with staff reductions, formed the backdrop of a very difficult year. However, an organizational spirit arose to meet the challenges--and meet them the College did.

The instructional program continued to transfer high numbers of students to the University of California and the California State Universities; the average class size remained the highest in the District, and the College further developed its strong relationships with community residents and civic, business and industrial organizations.

Highlights of the year included an athletic program which won championships in four sports; a "new look" for the Foundation for Pierce College, which increased its assistance to the College; the new thrust taken by the College to acquire utility conservation systems; the high degree of cooperation between the major divisions of the College; and the coming together of various College and community structures and personnel during the spring semester to develop an outstanding recruitment program.

Great problems have beset the campus in 1983-84, but when the events of the past year are viewed in the proper perspective, the strengths and achievements of Pierce College far outweigh the adversities.

LOS ANGELES PIERCE COLLEGE
1983-84


PRESIDENT
Herbert Ravetch
PUBLIC INFORMATION OFFICER
Ina Geller
VICE PRESIDENT ADMINISTRATION
Bill Norlund
VICE PRESIDENT ACADEMIC AFFAIRS
Jean Loucks
DEAN STUDENT SERVICES
Bill Lewis
CAPTAIN SAFETY & POLICE
Joe Holts
COLLEGE FISCAL ADMINISTRATOR
Abe Farkas
ASSISTANT DEAN
Bernard Van Vlaenderen
BUILDING & GROUNDS ADMINISTRATOR
Dave Bush
COUNSELING
Rudy Dompe
ASSISTANT DEAN ADMISSIONS AND RECORDS
Phil Stein
CAFETERIA MANAGER
Marty Vargas
BOOKSTORE MANAGER
Larry Kraus
OPERATIONS SERVICE MANAGER
George Lubbers
DEAN
Lee Ross
DEAN
Bob Chase
DEAN
Don Love
COORDINATOR EOP & S
*Elizabeth Rinnander
ASSISTANT DEAN FINANCIAL AID
*Karla Henderson
PLACEMENT OFFICE
Jan Dracup
WOMEN'S CENTER
Barbara Fish
ASSISTANT DEAN
Jan Goodman
COMMUNITY SERVICES
Kathy Main
COOPERATIVE EDUCATION
Bill Halby
ASSISTANT DEAN STUDENT SERVICES
Richard Moyer
VETERANS
STUDY SKILLS
Sandy Schulman
MEDIA CENTER
ASSISTANT DEAN
Frank Baugh
CHILD DEVELOPMENT CENTER
Erica Rosemark
LIBRARY
Tom Smith
FARM MANAGER
Richard Melickian
SPECIAL SERVICES
Norm Crozer

*Acting

BEST COPY

LOS ANGELES SOUTHWEST COLLEGE

THE COLLEGE

Community Served by the College

Los Angeles Southwest College has continued to find ways of effectively meeting the educational needs of the community it serves. The College is located in an unincorporated portion of Los Angeles County generally defined as South Central Los Angeles. It is surrounded by the City of Los Angeles on the north and the east, by Inglewood on the west, and by Gardena on the south. This South Central area contains commercial, industrial, and residential zones. In addition to increased investments in the industrial properties adjacent to the construction of the Century Freeway, improvements in commercial properties may result from the 1984 Olympics held in Los Angeles. Southwest is the site of an Olympic practice track. Despite these projections, the community and its residents are designated by the Department of Labor as "economically depressed," with low education levels, low income, high unemployment, and a dependency on social services support.

The ethnic composition of the community is largely minority; blacks constitute more than 75% of the population. There is a marked increase, however, of Latinos in area elementary, secondary, and adult schools. In Fall 1983, Southwest students were 96% black, 1% Asian, 1% Hispanic, 1% white, and 1% other. The feeder high schools within a seven-mile radius are Crenshaw, Dorsey, Fremont, Gardena, Huntington Park, Inglewood, Jefferson, Jordan, Locke, Manual Arts, Morningside, Washington and Westchester.

The Fall 1983 survey of student educational goals indicated that 24% of Southwest College's students declared an intention to transfer to four-year colleges, 19% with associate degrees and 5% without; 10% planned to acquire job skills; 9% wanted to earn general education associate degrees; 6% sought vocational associate degrees, 6% were working toward vocational certificates; and 40% were undecided.

Southwest College's enrollment dropped from 7,165 in Fall 1982 to 6,246 in Fall 1983, or 13%. The College does not attribute the decline to lack of demand for the educational programs and services it provides because the "standby" registration lists substantiated the need for more sections of classes. Budget cuts, however, lessened the College's ability to respond to that demand.

In Fall 1983, almost half (47%) of Southwest students were under 25 years old, 30% were between 25 and 35 years and 23% are older than 34. Of the total enrollment, 76% were part-time students; 57% were day students, and 35% of the students were attending for the first time.

Mission and Functions Statement

The mission of the College is to provide an educational program in which planned experiences develop the knowledge, skills, and attitudes necessary for students to be effective as workers, family members and citizens.

Functions of the College are to provide educational opportunities in three major curricular areas: transfer, vocational and career education, and personal enrichment. Specific programs are developed or revised to meet the changing educational needs of the community. It is recognized that to best serve students and the community the College must maintain a flexible, relatively non-restrictive learning environment and provide opportunities for diverse learning styles and teaching modes.

College Goals

In order to implement the mission and functions of the College, emphasis will be placed on the following goals:

1. to provide preparation for advanced study in colleges and universities;
2. to train students in occupational programs so that specific skills are acquired which qualify them for employment in business, industry and public service;
3. to provide student support services for all students which help them recognize their potentialities and attain their educational and vocational objectives;
4. to provide continuing educational opportunities for the currently employed which will improve their prospects for upgrading or promotion;
5. to provide the community with recreational, cultural, and educational activities supplemental to the regular instructional program; and
6. to continually analyze and periodically evaluate staff, facilities and programs, and implement necessary changes as required for institutional growth.

College Organization

During the past year, the College organization was restructured in accordance with District guidelines. The three campus divisions were reduced to two: Academic Affairs and Administrative Services. In addition, the instructional departments were reorganized to increase management efficiency and productivity. Finally, several faculty and classified positions were either eliminated or reassigned. The new College organization showing all revisions is included as the last page of the report.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

The Council of Instruction and the Curriculum Committee met on a regular schedule to develop academic policy and review courses and program offerings. New courses were approved in Electronics, Family and Consumer Studies, and Health. Office projects included studies of teacher overload, department/class averaging, advance class designation, and a survey of Liberal Arts activities. The quality of the College catalog was improved and all the deadlines for production of the catalog and schedule were met.

The Academic Affairs Extended Instructional Evening program enrolled 43% of total students, five percentage points higher than the District average. The reinstitution of the "Satellite" operation enabled the College to reach out into religious, civic and private institutions, and an in-service orientation for evening faculty was felt to be helpful in retaining part-time students. It is important to note that there is now a larger number of full-time faculty on nontraditional assignments. Therefore, more evening students are benefitting from the expertise of full-time faculty teaching at night.

Notable achievements were reported by most academic departments. The art gallery shows were well attended; in music, the choir performed at the noon concert series and in the annual Christmas concert. The Studio Jazz Band provided musical entertainment for the community by appearing at the International Festival, the recruitment luncheon, and the Festival of Soulful Sounds; theater arts productions included "One Monkey Don't Stop No Show," "Malcolm X," "One Act Festival," and the spring musical, "Glory Hour." Theater Arts students received several honors: one received a first-place award from the National Association of Dramatic Speech Acts, and two were nominated for Irene awards for dramatic comedy acting. The Business Department was able to schedule its own classes because of very high enrollment, and reopened classes in the Outreach Program. In the English Department, the creative writing students won a regional poetry award for the fifth year in a row. The Department also published the twelfth anniversary issue of the school literary magazine.

A special College achievement was the implementation of a Bilingual Aide Training Program offered in conjunction with Mission College and the Los Angeles Unified School District. The first group of 25 students was predominantly Hispanic women who entered the program in Spring 1984.

In Life Sciences, the Polaroid Interactive Lecture System has been expanded in the laboratory as a result of an equipment donation from Polaroid Corporation. Other departmental accomplishments included student participation in the Minority Biomedical School; the implementation of "Writing Across the Curriculum," a program with UCLA; and the participation of one instructor as a review panelist for the Minority Institutions Science Improvement Program in Washington, D.C.

Occupational departments also reported notable achievements. Of greatest importance to the Nursing Department was the accreditation of the department by the California Board of Registered Nursing; 75% of the nursing students who took the State Board Examination made passing scores. In addition, the Kaiser Permanente Hospital, West Los Angeles Center, awarded the department a $36,000 grant.

For Office Administration, increased enrollment was the most outstanding achievement. Overall enrollment increased dramatically, and in word processing, it tripled. With the addition of a requested instructional assistant, word processing classes should increase even more.

The Electronics program is also expanding. Enrollment has increased to full capacity in the basic classes; this is credited to reports that most of the graduating students are obtaining jobs. The curriculum will expand into the high-technology area of robotics; a robotics lecture course has been approved for offering during the 1984-85 school year.

The Child Development Department has implemented new programs this year. It participated in the Los Angeles Unified School District's Adopt-A-School program; it sent representatives to serve on LAUSD's Careers for Children Advisory Panel; and it also sent representatives to work with high school teachers to develop programs which will provide a foundation for students before they enter the community colleges. In addition, the Child Development Alumni Association was founded to provide avenues for follow-through with its graduates; luncheons were held during the year.

Transfer. Many activities were undertaken this year to promote and build transfer programs. The campus transfer counselor worked closely with faculty, staff, and students, and four-year colleges and universities continued to send representatives on regular campus visitations. The College President instituted the Honor's Colloquim during the spring semester; the College offered presentations by transfer students who attend four-year universities; and a field trip to UCLA consisted of a campus tour, dinner, and attendance at a play.

Two important meetings were held regarding transfer education. Faculty members of the Art, Music, and Theater Arts departments participated in an Intersegmental Humanities Liaison meeting at California State University, Dominguez Hills. Other faculty and administrators participated in the Intersegmental Conference III at California State University, Los Angeles; this conference was entitled "Finalizing Transfer Process Agreements". Both meetings were designed to encourage dialogue between the different segments of California postsecondary education and to develop procedures to assist community college students to make a successful transition to a four-year college.

Vocational. In the instructional area, new courses and programs were initiated. These included a General Motors/United Auto Workers Administration Training Program, the Drafting Training Program (funded through a

Vocational Education Act [VEA] program), and a Computer Science Technology/Computer Software Analyst program. The College received a grant of $27,000 from Lockheed Corporation to prepare minority students to pursue engineering careers. A Consumer Awareness and Information Mini-Conference, funded through VEA Subpart V, focused on credit borrowing, auto repairs and purchasing, fraud housing, and public housing.

Several seminars were provided to expose women and minorities to non-traditional careers. Among the speakers were Theresa Hughes, Yvonne Burke, Geraldine Anderson, Tamara Hamilton, Howard Manning, Joe Dyer, and Christopher Bondy. Over 1,000 faculty, students, and community members attended the sessions.

Developmental. During 1983-84, 2,092 students were enrolled in developmental communications and learning skills courses which enabled them to develop their level of proficiency in basic skills. The College increased its offerings in these areas to meet the demand, as identified through Project ACCESS and other referral services.

There were several innovations in the developmental area. New open entry/open exit classes were begun to accommodate students at various levels of achievement. Tutorial services and courses were also added; the courses were added to train tutors who teach developmental students. In addition, staff attended and participated in several statewide and one national conference on developmental and computer-assisted education.

Outreach. The Outreach Program at the College was reinstated during the Spring 1984 semester. Outreach classes were offered at three sites: Airesearch Industrial Division of Garrett, Los Angeles County Department of Social Services, and Kedren Community Mental Health Center. Additional classes were scheduled at Westminster Neighborhood Association.

A new and innovative project was implemented to offer outreach classes in companies which employ more than 200 employees. This effort, implemented by the District's Office of Occupational and Technical Education, involved contacts with the training officer at each company to arrange class offerings. To date, 1,400 companies have been contacted by the District Office, and a number of companies have been referred to Los Angeles Southwest College, as well as other colleges in the District.

Instructional Support and Student Services

Library and Learning Resources Centers. Circulation of materials increased, and over 4,000 students were served. In addition, students from neighboring schools and colleges, as well as the community, continue to use the facilities. The skills of library usage were taught by college librarians in Library Media/Technology courses.

On-line computerization of the circulation functions was delayed again by budget limitations; however, use of the Library and the Learning Center was high. The Learning Center showed some increase compared to last year; over 18,000 students were served.

Expansion took place in the number of acquisitions, requests, and new courses offered. Approximately 320 titles were added to the collection, although no periodical subscriptions were added to the holdings list. There was a noticeable increase in instructional requests for videotaping. Finally, with the cooperation of the English Department, the Basic Skills program in the Learning Center was expanded to include four new courses. The College tutoring program will be in the Center under the supervision of its staff.

Counseling and Services to Special Clientele. Counseling has continued to expand its programs and activities particularly in testing and recruitment. This office instituted Project ACCESS, which enables counselors to ascertain the educational levels of the students upon their completion of a placement examination. Recruitment/advisement sessions covered over 30 high schools in various communities throughout Los Angeles County to reach over 1,000 students. The Recruitment Committee also sponsored a luncheon for high school principals, head counselors, and college advisors.

There were other important counseling activities. The Counseling Office evaluated over 400 new foreign student applications; the College accepted 193 of these foreign students, 74 in the fall and 119 in the spring. The following special programs were sponsored: a Liaison Luncheon with department chairpersons, Career Center workshops for the EUREKA computer system; College Information Day, and the Displaced Homemaker Program. Counselors made presentations at three workshops on matriculation and implementation of Project ACCESS. College services were provided for approximately 5,000 students on an appointment or walk-in basis, and additional help was provided via telephone contacts.

The Handicapped Student Programs and Services Office expanded its services both to students and to community members. Services were provided to 103 disabled students during 1983-84. The Challengers' Club for disabled students sponsored two fund-raisers and purchased a battery charger for the program's electric cart. The assistant dean over this Office assumed a number of off-campus duties, including appointments to chair the District Handicapped Program Administrators' Committee, and to join the Los Angeles Unified School District's Superintendent's Committee for Education and Employment Rights of the Handicapped. In keeping with its service to the handicapped community, the Office passed the statewide evaluation of its programs.

The Women's Center has become The College Reentry Center. Its revised general objectives are: recruitment of school dropouts; retention and reinforcement of registered students; identification of nontraditional careers; opening of a forum for new ideas; and the provision of bases for intercommunication, opportunities for self-discovery and experiences in extracurricular involvement.

Four events were held during the year with a total attendance of 717. The year culminated with a special tribute luncheon honoring two professors emeriti; presentations of awards were made to the outstanding male and female students of the year.

The Veterans Affairs Office co-sponsored a Veterans Small Business Conference at the Carson Community Center on April 26-27, 1984. Over 400 registered for the two-day seminar.

During the 1983-84 year, the Extended Opportunity Programs and Services (EOP&S) Office served over 1,200 qualified students in its traditional programs. These included peer tutoring, peer counseling, study skills classes, summer readiness counseling, and financial aid. Of particular interest is the Cooperative Agencies Resources for Education program for welfare mothers; the program, which includes counseling, tutoring, and placement, was recently featured in the Los Angeles Times because of its high success ratio for students who are completing college and being placed in good jobs.

Financial Aid. The Financial Aid Office disbursed over $2.2 million during the 1983-84 academic year. This office processed more than 2,500 applications and awarded aid to more than 1,300 students. The Guaranteed Student Loan Program continues to grow. Participating lenders forwarded more than $1,200,000 to the aid office for delivery to students.

The District continued its academic progress standards for financial aid recipients during the year. Los Angeles Southwest College applied these standards to all aid recipients. Where indicated, students were placed on probation or disqualified from aid in accordance with the academic progress standards.

Admissions and Records. This office continued to implement operational systems to process student registration (including Outreach) and related transactions more efficiently and with greater accuracy than in previous years. One such activity was the refinement of the on-line registration system. Another was the newly developed mail registration process used districtwide.

Along with technical advances, staff training was strongly emphasized. Some of the in-service training sessions conducted were "Computer Operations," "Attendance Accounting" and "Interpersonal Communication Skills". Security of institutional and student records was reviewed and efforts were taken to insure that such documents were safeguarded.

Student Activities. Lacking a Student Activities Office, such activities are channeled through the Associated Student Organization (ASO). Activities included the President's and Dean's Honors Award Ceremony and the International Cultural Festival. The District supported the event by granting ASO $8,000 "seed" money. The loss of the Student Activities Staff Aide at the end of the fall semester tended to curtail the number of activities held during the early part of the spring semester.

Student leaders of the ASO have testified at Board of Trustee meetings on key student issues; they have also lobbied actively in Sacramento against tuition. The Fall Homecoming Dance was a huge success.

Several notable accomplishments were made in athletics. The men's basketball team made it through the first rounds of the State Playoffs and four team members received athletic scholarships to four-year institutions. The men's football team finished with a winning season and twelve individuals received scholarships. The women's tennis team had the best group of freshmen in the history of the College and the women's track and field team experienced a good season in which two members received scholarships. Scholarships received amounted to between $217,000 and $237,000; the amount varies according to the institution students will enter.

Special Services. The Placement Center coordinated over 7,000 student and employer contacts. The number of job leads increased 20% over the 1982-83 year. The increase may be attributed in part to the improved economy and in part to expanded job development in critical areas such as computer science, electronics, and bookkeeping and accounting. Income generated from job placements was almost $2 million. The Placement Center coordinated an assembly, with the College President and members of the Los Angeles Olympic Organizing Committee, to recruit over 500 students to work for the 1984 Summer Olympics. Olympic recruiting was also scheduled for Wells Fargo Security, Coleman Security Services and ARA Services (food services for concessions at the Coliseum). An estimated 100 Southwest students will be hired to work during the Olympics.

The Health Services Office was closed on campus as of July 1, 1983. First aid and any medical emergencies are handled through the College Police Office.

The campus Child Development Center continued to provide college access for low income and minority student parents. Nevertheless, more than other District specially-funded programs, the Center faces a severe fiscal crisis. In addition, fixed costs beyond certificated salaries will receive zero funding, i.e., maintenance of grounds, building and equipment, utilities, telephone and custodial services.

Community Services

Changes in Community Services at Los Angeles Southwest College continued during 1983-84 because of the mandate to become totally self-supporting. Changes in program operation included greater use of shared percentage contracts, alternative program planning, and assignment of unclassified personnel to staff special programs.

Non-Credit Classes. Enrollment in Community Services classes reached 3,625 in 1983-84, down 21% from 1982-83. An additional 625 participants attended workshops and seminars. Total instructional activities exceeded 300 offerings, with an income of $74,000. Among new activities were one-day seminars on "How to--Start a Small Business, Become a Resident Manager, Start a Mail-Order Business"; "Medical Insurance Billing for the Physician's Office"; "Basic Computer Programming"; classes for children and continuing education classes for nurses. Popular continuing classes were "Traffic Safety School" and "Real Estate Relicensing".

Special Services. A Media Awareness Workshop was presented in cooperation with KTLA to disseminate information regarding publicity for Community Services events. Free dental workshops on dental care (not screening) were offered to the community and a basic nutrition skills program for pre-school service providers was offered in the spring.

Scholarships were provided for participants in the Mini-College for the Gifted Program.

Administration and Planning

Long-Range Planning. Planning focused on reorganization of the campus for the addition of permanent buildings; plans for secondary effects of the Occupational Technology Building were revised; and a buyer was found for the bungalows scheduled for removal. A major secondary effect will be the conversion of more laboratory space into classroom space in existing, permanent buildings.

Major Research Projects. Several research studies were administered by the Office of Academic Affairs. One key report was the humanities study, conducted for the second year by the Center for the Study of Community Colleges. In addition, a paper on the continuation of a computerized English basic skills program was presented at the annual conference of the California Association for Community Colleges' Commission on Research.

Special Fund Development. Plans for the Occupational Technology Building obtained the approval of the California Community Colleges' Board of Governors; they are awaiting evaluation by the Finance Committee.

The Southwest Community College Foundation engaged in solicitation of funds and in the planning of its first fund-raising event. Funds were donated for the initial operating expenses of the Foundation, for a new marquee, and for projects in the Art Department. One fund-raising event will be a 5K/10K run planned to coincide with other scheduled Southwest sports events next fall.

Other Projects/Reports/Activities. The Annual Institutional Report to the Accrediting Commission for Community and Junior Colleges, 1983-84, was prepared for use in the annual Western Association of Schools and Colleges Directory. *The College Board Annual Survey of Colleges* was submitted for inclusion in the 1983-84 editions of the *College Handbook*, the *Index of Majors* and *The College Cost Book*; it will also be used to update the College Board's national educational data base. Other reports included the *Center for the Study of Community Colleges' Liberal Arts Assessment Research Study*, the *Program Vitality Report*, *Department Average Class Size Report*, *Instructor Overload Report* and *Curriculum Discipline Update Data Base*, and the *Los Angeles Community College District Survey of Student Financial Support Needs*. Other activities included the MESA Program (Mathematics, Engineering, and Science Achievement) which involves six high schools in the southern California area (Gardena, Inglewood, Locke, Morningside, Washington and Verbum Dei). During 1983-84, MESA activities were offered to 250 students. One important event of the year was the annual MESA Banquet honoring graduating high school seniors in the MESA Program with trophies and incentive monetary awards.

Public Information. The Public Information Office emphasized the dissemination of publicity through the media. More than 175 press releases and 63 public service announcements were placed in the 20 newspapers and 25 radio stations that serve the Los Angeles Southwest College community. In addition, the Public Information Office developed a two-color brochure that was mailed to more than 50 agencies and organizations and to over 400 individuals requesting information about Southwest College.

The publicity program was supported by cost effective advertising that included half-page ads in two major local newspapers and twelve 60-second spots aired by three prominent local radio stations.

New projects instituted by the Public Information Office included a slide tape presentation produced in support of Project ACCESS, and a special multi-media program for high school recruitment.

Community Relations. Although the ethnic composition of the College is predominantly black, efforts were made to recruit other ethnic groups from the community. A new approach to contacting feeder high schools was devised and recruitment strategies were improved. In the area of business and industry a new District-College project to offer classes to companies with more than 200 employees was initiated. An administrator was assigned to coordinate this activity on the college level by contacting interested companies and arranging classes.

Administrative/Fiscal Services

Facilities. Major projects included planning, repair and construction projects. The most significant facilities project was the revision of the Occupational Technology Building plans, subsequently approved by the California Community College Board of Governors.

Major projects were the reduction and control of the rodent problem in the Child Development Center, the Bookstore, and the Campus Center; the exterior painting of the Child Development Center; the overhauling of the 50 horsepower fan motor for ventilation; the repair of the emergency generator of D building; the replacement of the hot water circulation pump in the field house; and the completion of major repairs to the air conditioning unit in the cafeteria.

Small projects were the relamping of certain areas with energy-saving lights; resurfacing the ramps and stairs of the cafeteria with non-skid materials; the installation of braces for all library shelves for safety during an earthquake; the completion of general maintenance and the cleaning of main panel switches; the repainting of all curbs for designated parking; the overhauling of the booster pump for irrigation sprinklers; and the cleaning and recharging of the Number #1 chiller unit.

There were many installation/construction projects. The new Olympic practice track and football field were completed; they will be used by the Olympic athletes, for training by Southwest students and staff, and for fund-raising purposes. Two Olympic logos were painted on the field house, one for Southwest and one for ARCO, the donors of the track. Computer lines for additional computer terminals were installed for the Admissions Office, EOP&S, and Special Services (the handicapped). Campus design and fabrication of lock devices for exterior doors were undertaken to protect against unauthorized entry. Installations included fire department signs for all stairwells, staff parking signs in the north parking lot, fluorescent lighting in the hallway of the field house, and a new campus marquee.

Cafeteria. A new cafeteria manager introduced many changes this year in the areas of food services, special food services, cost accounting, special services, and security. Events included the first Annual Talent Show for students, organized to build support for the cafeteria, a luncheon for the Council of Black Administrators, and the first Annual Recruitment Luncheon. The inventory has been computerized (Southwest is the first college in the District to institute this new procedure) and a table-top video game and a vending machine for soft drinks were added to daily services. Finally, a security door was installed on the storeroom and a guardrail was installed on the cafeteria line.

Bookstore. The new manager appointed over bookstore operations in Fall 1983 made a noticeable improvement in operations, although two major positions were unfilled. These operational improvements should reflect favorably on the year-end statement of operations.

Security and Safety. During the 1983-84 fiscal year, the College Police Office assumed new responsibilities. It provides first-aid on campus so all full-time officers were trained in basic first-aid procedures. During the spring semester, it provided an escort service; student escorts served staff and students from 7 to 10 p.m., Monday through Thursday, although the demand was not as great as expected. The officers reduced reported crime on campus by 9% 1982 to 1983. Improved strategies, techniques, and scheduling brought about the reduction. To improve scheduling, a microcomputer, with word processing software, is used for parking citations and weekly schedules. Computer use will be expanded when a terminal is placed in the College Police Office.

Plant Operation and Maintenance. To accommodate staff reductions, work assignments were redistributed, procedures were reorganized, and new supervision strategies were implemented. The Office Machine Technician and the evening Custodial Shift Supervisor were replaced, positions are open for a plumber and two gardeners, and an electrician and air conditioning technician position were eliminated. Prior to the selection of the new Building and Grounds Administrator, four supervisors volunteered their services sequentially to assume the responsibilities. Their hard work allowed the Plant Facilities operation to continue as usual. A new Operations Services Manager has reorganized the procedures used in custodial care of the campus. Finally, research is being conducted to buy longer lasting products to reduce maintenance and replacement costs.

Energy Conservation. Two energy conservation projects reduced consumption. The Plant Facilities staff relamped the Little Theatre and the outside corridors with energy-saving lights and Southern California Edison installed a smaller size transformer to reduce College costs.

Budget. The Budget Committee, composed of department chairpersons, classified and certificated managers, and representatives of union and campus organizations, met when budget information became available. The major concern was the reduced budget in non-salary accounts. Controls were initiated to monitor accounts closely and to make budget transfers to maximize the use of limited resources. The recent District Budget Branch decision to allow Colleges to make budget transfers within the same major object saved many man-hours by reducing the number of NF 12's required by half.

Fiscal Services. Fiscal Office operations were strained by the loss of three key personnel through transfer or resignation and by operational problems with the on-line system. The recent replacement of two of the three vacated positions enabled the Fiscal Office to take steps to restructure operations, retrain personnel, and review and revise existing procedures to improve upon campus compliance with State, District and College rules and regulations.

Personnel Services

Procedures and Record Keeping. The Personnel Office improved its efficiency in processing personnel actions. The on-line computer system provided ready access to personnel records and budget accounts, and on-line submission of personnel actions reduced time and errors in processing. The electronic waiver system reduced the time required to process new personnel.

Affirmative Action. Affirmative Action Committee members participate in all certificated and classified interviews. The Southwest College workforce consists of 364 employees (19% reduction compared to the 1982 report). Of the total, 240 (66%) are black; 13 (4%) are Chicano/Hispanic; 16 (4%) are Asian/Pacific Islander; 2 (.5%) are Alaskan/Native American Indian; and 93 (25%) are white. There are 171 (47%) female employees, and minorities are 271 (74%).

Staff Relations/Labor Concerns. Two certificated grievances reached arbitration while all other complaints were resolved at the campus level. Fewer grievances are anticipated this year as a result of the new agreement which contains language that addresses many of the issues that previously prompted grievances. Adherence to contractual grievance procedures will be continued to insure that resolution by default will not occur.

Staff Development. A campus "Center Associate" was appointed to plan staff development duties with the LACCD Center for Professional Development. Activities at Los Angeles Southwest College included a "Basic Custodian Training" class, an administrators' workshop and a student retention symposium with faculty participation. The Academic Senate and the Council of Instruction planned two Flex Day activities, September 12, 1983, and June 15, 1984. The Office of Admissions held a "Working With the Public Workshop" for classified employees.

SUMMARY

In a year of fiscal crisis, the College endeavored to provide a cost-effective operation as well as high quality education for its students. To meet this challenge, the College organization was restructured, resulting in the three campus divisions being reduced to two--Academic Affairs and Administrative Affairs. The instructional departments were also reorganized to increase management efficiency and productivity. Procedures for an ongoing budget review process were improved to provide better faculty/administration inter-communication on budget decisions. The maintenance schedule for the District was continued to assure functioning of those facilities for which there is an ongoing need at Southwest College.

College personnel took positive actions to deal with change. Although the ethnic composition of enrollment is predominantly black, efforts were made to recruit other ethnic groups in the community. A new approach to contact feeder high schools was devised and recruitment strategies were improved. The new marquee, installed in the spring, has provided more visibility for new courses and programs which included a General Motors/United Auto Workers Administration Training Program, Drafting Training Program (VEA funded) and a Computer Science Technology/Computer Software Analyst Program. The Nursing Program received accreditation and other accolades for its outstanding achievements. The transfer program was enhanced by an Honors Colloqium and Intersegmental Conferences held at California State University at Los Angeles and Dominguez Hills. The Outreach Program was reinstated and expanded, and a new District/College project to offer classes to companies with more than 200 employees was initiated. The completion of the Olympic track in time for the Summer Olympics in Los Angeles was a major accomplishment.

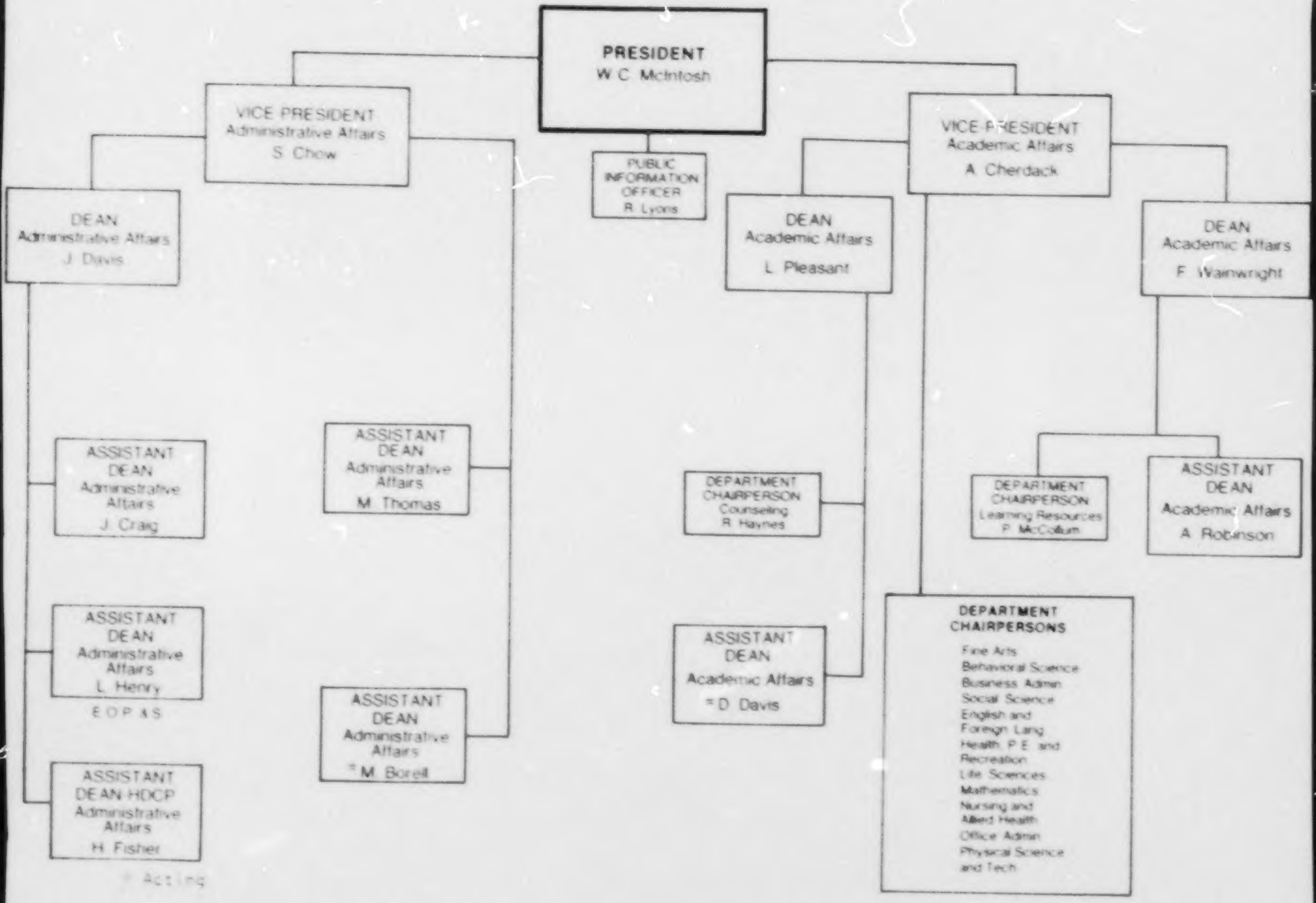
Instructional Support and Student Services activities were affected adversely by budget cuts. In particular, the Library/Learning Resources budget needs to be increased as funds become available. Centralization of the Financial Aids Offices weakened services offered at the College. This is crucial to Southwest College, especially with the imposition of first-time enrollment fees. Planning efforts dealt with facilities. The proposal for the Occupational Technology building was approved by the State, so more laboratory space had to be converted into classrooms in existing permanent buildings and the Community Services office had to relocate.

Public Information Office activities, although limited by personnel cuts, continued to provide the necessary public service announcements and news releases. Contact with the community was increased through new recruitment strategies, visitations to the feeder high schools and invitations of school and community leaders to campus programs and luncheons.

Staff Development activities were improved through a structured program planned by a Staff Development Committee working closely with the Center for Professional Development at the District. For the first time, Flex Day activities were planned with faculty participation. The response was eager and enthusiasm was displayed through numerous suggestions for future workshop topics and Flex Day activities for 1984-85.

Overall, Southwest College is coping with the challenge of meeting the needs of the students. Administration, faculty and staff have come together to work out solutions for problems generated by a year of fiscal crisis. The College's programs are supported by the general college advisory board, the discipline advisory committees, the Community Services Advisory Committee and the newly formed Foundation Board of Directors. As the College looks to the future it will continue to review its mission and assess its goals and objectives.

LOS ANGELES SOUTHWEST COLLEGE


PRESIDENT
W C McIntosh
PUBLIC INFORMATION OFFICER
R Lyons
VICE PRESIDENT
Administrative Affairs
S Chow
DEAN
Administrative Affairs
J Davis
ASSISTANT DEAN
Administrative Affairs
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ASSISTANT DEAN
Administrative Affairs
L Henry
EOP&S
ASSISTANT DEAN-HDCP
Administrative Affairs
H Fisher
ASSISTANT DEAN
Administrative Affairs
M Thomas
ASSISTANT DEAN
Administrative Affairs
* M Borell
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* D Davis
DEAN
Academic Affairs
F Wainwright
DEPARTMENT CHAIRPERSON
Learning Resources
P McCollum
ASSISTANT DEAN
Academic Affairs
A Robinson
DEPARTMENT CHAIRPERSONS
Fine Arts
Behavioral Science
Business Admin
Social Science
English and Foreign Lang
Health, P E and Recreation
Life Sciences
Mathematics
Nursing and Allied Health
Office Admin
Physical Science and Tech

* Acting

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LOS ANGELES TRADE-TECHNICAL COLLEGE

THE COLLEGE

Beginning in 1925 as an occupational outreach program, Los Angeles Trade-Technical College has become the "flagship vocational college" of the Los Angeles Community College District.

In 1949, junior college status was accorded the institution and its name changed from Frank Wiggins Trade School to Los Angeles Trade-Technical College (LATTC). The technical content of the courses was upgraded and a general education program for the associate degree was introduced. In 1966, Metropolitan College merged with LATTC, to introduce a strong business department and strengthen the general studies program.

Although LATTC expanded its transfer and general education programs, it maintains a vocational emphasis. Development of individual skills and technical "know-how" among students is stressed through a combination of classroom and "hands-on" work experience in school labs and shops which eases the transition between school and work.

Community Served by the College

Trade-Tech serves the 882 square mile Los Angeles Community College District and many cities in Orange and Ventura counties with specialized offerings. About 25% of LATTC's students resides within the five-mile radius of the College service area.

As an inner-city college, LATTC draws students from the diverse communities it serves. Its predominantly minority student population reflects the ethnic pluralism of central Los Angeles.

The Fall 1983 ethnic distribution among students was 46% black, 25% Hispanic, 14% white, 12% Asian, and 3% other. Fifty-six percent of the students was over the age of twenty-five; 70% attended part-time; 63% was male and 37% was female. Those enrolled in day classes (58%) slightly outnumbered evening students.

Trade-Tech's immediate service area is intersected by several major freeways, and includes downtown Los Angeles, the University of Southern California and California State University of Los Angeles. Its employment opportunities are expanded by diversified light industry, a large garment industry and a wide variety of business and service institutions.

Mission and Functions Statement

The mission of Los Angeles Trade-Technical College is to design and offer educational programs and services of high quality, to provide access to programs for resident adults, and to foster the development of academic, technical and social competencies of all enrolled students.

Within the Los Angeles Community College District, Los Angeles Trade-Technical College is a specialized institution which offers collegiate-level instruction leading to a certificate or an associate degree, transfer, or job entry in a variety of occupational programs in trade, technical and business areas. General education is offered to meet associate degree requirements of occupational majors and to provide for the needs of students desiring an associate degree in General Studies. Community Service programs are offered which meet short-term educational interests of local residents. Educational programs are supported by counseling, guidance, student services, library and learning resources.

College Goals

The College endeavors to:

1. enable students to obtain entry-level job skills, to upgrade skills for job advancement, or to retrain for a new career;
2. provide general education, life enrichment, and transfer opportunities to four-year colleges and universities;
3. implement educational, cultural, and recreational programs which will serve the needs of its community more effectively;
4. provide counseling and guidance services to potential, present, and past students which will promote the concept of vocational and general education, recruit individuals to enroll in programs, assist students to make appropriate career selections, and support student quests for human dignity and self-worth;
5. provide support services to facilitate student academic success; and
6. assist students to function effectively in their social and occupational environments.

College Organization

At the conclusion of fiscal year 1982-83, the College administration undertook a reorganization to define lines of communication and responsibility. The instructional area was divided into three main subdivisions, the School of Science and High Technology, the School of Liberal Arts and Applied Science, and the School of Applied Arts; each is headed by a dean. Many student services and assessment functions were placed under the supervision of the Vice President of Administration. The Vice President of Academic Affairs continues to supervise other functions, such as counseling and the Career Center. A copy of the LATTC organization chart for 1983-84 appears at the end of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Disciplines

Trade-Tech's headcount enrollment decreased 9.5% (from 16,415 to 14,848) between Fall 1982 and Fall 1983. This decline, however, was less than that of any other college in the District.

The College's instructional goals were generally met; however, equipment goals were less readily met due to severe budget cuts. Nonreplacement of retiring and terminating employees has placed a strain on many of the instructional departments, as many classified employees were transferred within and out of the College to meet critical personnel demands. The nonreplacement of instructional personnel has meant that fewer classes were offered in certain disciplines.

Transfer. The College continued its active participation in Project ACCESS, a program of assessment and placement for entering students.

The general education curricula at LATTC incorporated significantly more interdisciplinary writing projects to enhance transferability and student success at four-year institutions. Enhanced transferability of specific courses was evidenced in the pre-engineering and computer science areas (whose courses have been updated) and in physical education, in which the dance program has been articulated with the California State University for the first time. Catalog descriptions and course outlines in other areas have also been newly updated.

The Physical Education Department has also implemented a new health course as mandated by a change in the California Education Code.

The operations of the Math/Science Department have been computerized. Nine Compaq microcomputers were purchased to set up information links between administration and various departments. A series of seminars regarding the use of this equipment is being conducted by the Math/Science Department.

For the first time a Mathematics Competition for high school students was held in the Grand Theater. Over 50 students attended and prizes were awarded in the form of plaques, cash and certificates.

Vocational. The Board of Trustees approved the purchase of Computer Assisted Design (CAD) Systems for the Drafting and Electrical Mechanical/Construction departments.

Curricula in the area of robotics and genetic engineering have received College and District approval. Pilot programs in these areas are expected to be initiated within the next year.

Special program development resulted in a proposal for a training program utilizing a special computerized pattern grading system in Apparel Arts.

The Graphic Communications Department continues to integrate the staff and programs of the former Commercial Art and Graphic Arts departments. The new department encourages the enrollment of graduating high school seniors by carrying out a rigorous schedule of visitations and a scholar recognition program.

Trade-Tech students won seven gold medals in the statewide Vocational Industrial Clubs of America (VICA) competitions held at the campus on April 14. Trade-Tech was also the host of a state Vocational Education exemplary programs workshop.

The Licensed Vocational Nursing and Surgical Technology programs were successful in meeting re-accreditation requirements.

Developmental. Faculty members participated in "Writing Across the Curriculum" workshops to help infuse an interdisciplinary approach to basic skills throughout the College. A technical writing course was expanded to reach a wider audience.

In general, the administrative and student services functions of instructional departments have suffered from a lack of personnel, especially clerical.

Instructional Support and Student Services

Libraries and Learning Resources Centers. The combined Library and Learning Resources Center (LRC) experienced a slowing of growth in usage and services during 1983-84. Circulation of books dropped from 24,255 in 1982-83 to 13,881 in 1983-84. Reductions of 30% were also noted in lab contacts, audio-visual Library use, and general LRC attendance (from 551,389 to 383,131). Most of this reduction occurred in Fall 1983 when Library evening hours were cut. The hours of operation were extended for the spring semester and LRC usage by students consequently increased. Only 700 books were purchased during the academic year and over 150 periodicals were eliminated. No microfilm titles were ordered and the budget for film rentals was reduced from $3,000 to $1,000.

The department was able to obtain equipment for an on-line reference service for students. The certificated staff is currently involved in developing instructional programs for Library instruction and computer literacy. The Learning Lab has developed several computer-assisted instruction (CAI) programs.

Because the Library has only three librarians, it is difficult to provide proper library services and to also develop a library instruction program. One Library Media Technical Assistant was transferred and one Instructional Media Assistant resigned; these positions remain unfilled, thus limiting the service level of the Learning Lab. The Lab director had to spend a disproportionate amount of time supervising student workers and making minor repairs, which decreased the time available to develop programs. Media Services has been unable to provide adequate repair service to the entire campus.

The certificated staff attended several conferences on the use of computers in library service and on-line data bases.

Counseling and Services to Special Clientele. The Counseling Center provides day and evening students with appropriate academic, career, and personal counseling to assist them with course, program and career selection.

During 1983-84, Counseling was deeply involved in the registration functions of the College and in implementing Project ACCESS. It took a forward step in working with departments to extend the purpose and accomplishments of counseling services at LATTC.

The ten full-time counselors in the department participated in the development of the LATTC Counseling Plan. This was a major effort involving approximately ten meetings, a subcommittee structure, and several levels of review by administration. The plan, now being implemented, provides a mission, structure, task set, and goals for the Counseling Department.

The Handicapped Program and Services Department developed Interpreter Training Program course outlines, added new advisory committee members, and increased department, LATTC faculty, and student awareness and sensitivity to handicapped students. The program served 353 students in 1983-84, many of whom were referred by the State Department of Rehabilitation. The Department was greatly affected by the lack of a replacement Intermediate Clerk Typist, and an unfilled faculty vacancy caused problems for students in the special education courses.

All special education classes are closely monitored and frequent exchange of information occurs with the faculty. Departmental operations include special education courses for the hearing-impaired, interpreters, note-taking, and test assistance. The faculty revised all course outlines and reviewed the required textbooks used in the program.

Approximately 1,800 unduplicated students were served by the staff of Extended Opportunity Program and Services (EOP&S) during 1983-84. Services included peer tutoring, professional counseling, three personal development classes, orientation to the program, cash grants, recruitment, campus tours, a textbook loan library and assistance in obtaining financial aid.

The Veteran's Office functioned well during 1983-84 even though personnel were cut to one clerk and several student workers. Some additional help was added for registration, but the loss of a credit clerk reduced the hours of service. Efforts are underway to fill vacant positions and adjust the work schedule to improve services for evening students.

The Career Center and Cooperative Education received more than $48,000 from the Job Training Partnership Act (JTPA) for a model youth job placement program, and brochures and publicity materials were disseminated throughout the campus. There were over 1,000 participants in the annual College Transfer Day, in which 27 colleges were represented.

The Cooperative Education offerings were revamped so that different levels could be offered each semester, and instructors made special efforts to recruit for the program. An instructional seminar was held for those interested in using the EUREKA Computerized Career counseling system. In addition, resume writing and interviewing workshops were presented to Cooperative Education students.

The Equity/Re-Entry Center provided specialized services for re-entry adults, displaced homemakers, and nontraditional vocational students. Services included personal appraisal and assessment for career decisions, workshops and informal seminars, counseling, academic support and hospitality. They provided a link for the individual to utilize college and community resources.

The Center served 1,458 walk-in and referral clients during 1983-84. Some examples of workshops offered include: "Right/Left Brain", "Women in Depression", "Assertion Training", "Communication", "Single Parenting", and "Resume Writing".

The Labor Center obtained a $5,000 grant from the Los Angeles Business Labor Council for computerized numerical control curriculum development. It acquired an IBM Display Writer System which makes the production and revision of proposals and other lengthy documents more efficient. Approximately $55,000 of equipment was provided for the Metals Department and another $10,000 for Automotive Department equipment through a JTPA Title III grant.

The Center has been without clerical support since March, which has severely impaired its ability to maintain the previous level of program activity.

Financial Aid. During 1983-84, Financial Aid experienced many challenges. Staff reductions and an unclear District direction caused the number of students served to fall from more than 2,300 to less than 1,800. Although the number of students served was reduced, more funds were available; over $3 million in Federal loans, grants and student employment funds were received by students.

The office staff, reduced from twelve to seven positions, is being reorganized. Districtwide centralization makes goal setting for 1984-85 a difficult task.

Admissions and Records. The highlight of the year was the installation of the on-line registration system. The new process and staff changes caused several problems for students during the registration period. Confusion about fees and charges as well as significant differences in District support systems added to the general dissatisfaction. A new registration system was developed, with several components that will ensure a smoother registration process. The mail registration and application intake components were modified for easier student use and Project ACCESS was made a part of counseling.

Staff training sessions, an important activity for Admissions and Records during 1983-84, were held for substitutes and staff on loan from other departments as well as for permanent personnel.

The Office of Admissions goals for 1984-85 include the upgrading of staff competency, completion of equipment replacements begun in 1983-84, internal improvement in manual record keeping, retention of permanent staff in the transcript area and systemization of the instructor reporting cycle.

Student Activities. The Office of Student Activities coordinated and facilitated the student government program, including campus clubs, student loans, commencement exercises, and injury insurance.

Appropriate programs were presented for special holidays, featuring educational value. Cinco de Mayo offered the Floricanto Dance Seminar and Black History Month featured a lecture by Dick Gregory.

The Associated Student Organization (ASO) also received special College commendation for its participation in the Job Fair, College Transfer Day, blood drives and sickle cell screening. "Santa Comes to Trade-Tech" was presented at Christmas.

This office also assists in the College registration process by participating in the General Information Orientation sessions required for all new and returning students.

This was a banner year for the women's basketball team. It not only won the Mountain Valley Conference Championship but the Southern California Women's Basketball Championship. The team ended the year with a record of 24 wins, no losses.

The men's basketball team placed second in the Mountain Valley Conference and the men's and women's track teams each placed third in the same conference.

Special Services. The Student Placement Office was faced with significant changes during 1983-84. The Placement Coordinator retired and the Placement Interviewer was assigned only half-time.

In light of these changes, the Office continued to serve all current students as well as graduates of this and other District colleges. The Office received calls from employers looking for personnel trained in LATTC's vocational areas. Other part- and full-time jobs not related to College offerings were also made available to students.

Job orders and student traffic were up 50% over last year. A major portion of this increase was due to recruitment of students for Summer Olympic jobs. The Los Angeles Olympic Organizing Committee and other Olympic recruiters were invited to recruit on-campus students; many were hired.

There was a 65% increase over last year in the number of employers participating in the annual Job Fair. The office sponsored a resume workshop which was conducted by the Equity Re-Entry center. Over 350 College Work-Study students were processed and placed in on-campus positions.

The Child Development Center served 34 families each semester, the same as the previous year, but with only 90% of its previous budget.

The Center utilized its own campus club for fund-raising and social activities, e.g., bake sales, Easter egg hunt, a Halloween party, and a Pinata party at Christmas. By co-sponsoring these programs with the Associated Students Organization, the Center obtained a typewriter and a half-time student worker for its own use from the ASO.

The Center also participated in a districtwide state grant to provide hot lunch service for children.

Community Services

Community Services revenues for 1983-84 were approximately the same as for the previous fiscal year ($145,000). A Physical Fitness Center was developed, in spite of a reduction in staffing.

A special project with the Kellog/United Way Training Center, titled Building Better Boards, has increased the visibility of the College throughout the Los Angeles area.

The foundation and planning for a pilot program and joint-venture between Lafayette Players-West and Los Angeles Trade-Technical College, called "Project Star Ship", was accomplished during 1983-84. The objective of the project is to promote black talent in various theater productions.

Non-Credit Classes. Although the Community Service program of non-credit classes is the smallest in the District, enrollment increased by more than half, from 861 to 1,304. The following new classes have been developed: "Chinese Gourmet Cooking", "Traffic Violators Education", "Professional Word Processing" and several continuing education classes for nurses. Lack of personnel inhibit the development of the type of program the College would like.

Special Facilities/Events. The Grand Theater is becoming a community showcase for some outstanding productions. During 1983-84 the opera students of the University of Southern California presented "Tartuffe", and Carnegie Hall's Alehandra Dondines' "Dances of the Americas" appeared in June.

Events such as the third annual "Black Talkies" film festival drew people from the community and local schools. In addition, there were talent shows from the Sugar Ray Robinson Youth Foundation, jazz concerts, and an appearance by Dick Gregory.

Administration and Planning

Long-Range Planning. This year, local college planning was problematic because of uncertainties regarding the budget and the impact of first-time enrollment fees next year. Late in the academic year, Academic Affairs began development of a Program Review and Evaluation system which will enable the College to distribute its resources more effectively. This will facilitate long-range planning by increasing future budgetary prerogatives.

President Stevens co-chaired the districtwide Committee on Access and Excellence, which addressed planning issues and published a discussion paper titled Educational Needs, Goals, and Resources. President Stevens presented and discussed the paper at an April meeting of the Board of Governors for California Community Colleges. Other Trade-Tech administrators and staff participated in task forces or forums organized by the committee during the year.

Major Research Projects. There were no major research projects at LATTC for 1983-84. Academic Affairs has begun a major curriculum review and program evaluation project.

Special Fund Development. A total of $5,254,978, in "outside" money flowed into Trade-Tech as a result of special fund applications. This broke down as follows: $10,232 in categorically-funded proposals; $612,197 in VEA money; approximately $1,803,758 in student monies (BEOG, SEOG, and CWS, but excluding student loans); $498,000 in EOP&S funds; $327,533 in Handicapped Program funds (exclusive of those within the VEA allocation), and $2,003,258 in contract education.

The LATTC foundation now has a complete board; by-laws have been approved, and contracts with the District signed. The board is now engaged in setting priorities for developing annual fund drives.

Public Information/Community Relations. The Office of Community Relations, in its role as community liaison, disseminates information to the news media. The Public Information Officer was responsible for issuing approximately 25 news releases each month which were sent to sixty-four newspaper chains as well as to local radio and television stations, other colleges, high schools, public officials and members of the community college advisory boards.

As part of this effort, Trade-Tech received more than $50,000 in gratis air time from radio stations, and several interviews were filmed for major network news programs featuring President Stevens.

In addition, the Office coordinated campus tours and visits for some 386 educators from the United States and abroad. It answered over 300 monthly informational requests from prospective students, community members and representatives from business and industry; it also responded to more than 5,000 requests throughout the year for college catalogs.

The campus Public Information Officer was transferred to the District during reorganization and portions of the function were redistributed to other staff in December 1983.

Community Relations. There are currently 1,300 members of the community serving on Trade-Tech departmental advisory committees. These business and industry leaders provide advice and assistance of considerable value to the College. A culminating activity for committee members is an annual Advisory Breakfast catered by the Culinary Arts department every spring. At this year's Breakfast, the Chancellor presented President Stevens with the Outstanding Administrator's Medal, an annual award.

Trade-Tech has been very active in sending counselors and administrators to local high schools, encouraging seniors to continue their education at this campus. The College invited 40 local high school college advisors to visit Trade-Tech during the Job Fair.

Administrative/Fiscal Services

Facilities. A lack of storage space remains an acute facilities problem. Some limited storage facilities are designated to be torn down for a future parking facility.

Funds were available for the removal of the hazardous ramp at the front of the campus. Some roofs have been repaired; other repairs have been let to contract by the District office.

A contract has been let for the correction of hazardous conditions in the handrails and cantilevered walkways at "B," "D," and "H" buildings.

Security and Safety. Despite fiscal retrenchment which limited the ability of Safety and Police Services to meet the enforcement needs of College personnel and the community-at-large, 95% of campus service calls received a timely response from officers.

During the 1983-84 year, Trade-Tech officers received specialized training in defensive drivers' training, labor relations and industrial injury, an illegal drug use update and management of assaultive behavior.

The administrative function of the District Safety and Police Division was reassigned to Trade-Tech; it included responsibility for police inventory, District office and Board meeting security, and background and warrant investigations.

Additional duties were assigned to the department when the College Health Office was closed due to budget constraints. Safety and Police Services was given responsibility to obtain medical treatment for all injuries occurring on campus through first-aid, transportation of injured persons, and accident investigation and reporting.

Plant Maintenance and Operation. A viable preventative maintenance program is much more desirable than reaction to crisis equipment breakdowns. However, lack of personnel prohibits the institution of such a program at the present time. Plant maintenance staff have managed to complete 3,256 repair requests and still have 342 backlogged. There are, in addition, 22 alterations and improvements (A&I) jobs backlogged, with none completed during the year.

The main concern with cuts in funds and personnel is that the quantity and quality of services will suffer. The impact will be felt on the educational program as well as the campus as a whole.

Energy Conservation. The ever-increasing costs of utilities make this area top concern for plant facilities. In addition, savings realized by conserving energy can be used for campus maintenance and operations. Central to energy conservation is the funding of a complete energy management system. Implementation of a full system will require funds, personnel and time; these inadequacies impede conservation gains.

Budget. Shortage of resources continues to be a major problem for the College in pursuing its institutional goals. Moreover, since the budget process has been subordinated to a centralized staffing plan, the College's involvement has diminished considerably, adding other dimensions to the problem.

Essential steps were taken by the administration to develop a computerized budget data-base for the College's use.

Personnel Services

Because of District hiring freezes, the College has had to frequently reassign personnel in order to redistribute work loads equitably. This has caused difficulties in several areas, resulting from inexperienced personnel assignments and a general expectation that work would be performed as usual in spite of inexperienced and reduced staffing.

The Office of Administration is working on a process to computerize the Request for Personnel Action (RPA) procedure and other aspects of personnel functions for campus record keeping. Planning and fundamental groundwork for the development of an in-house data-base has been completed and implementation is expected in early August when an IBM computer system should be in place.

Affirmative Action. Affirmative action policies and selection procedures remain in effect, although fiscal constraints have severely reduced new hires and most replacements.

As soon as available funding allows the hiring of additional staff, the College is committed to addressing its unmet goals in compliance with the guidelines of equal opportunity and affirmative action.

Staff Relations/Labor Concerns. Efforts were made to keep lines of communication open with all staff members. In cases that involved personnel problems, every attempt was made to resolve issues at the College level.

Trade-Tech experienced a large number of certificated and classified retirements because of retirement incentives. One of the challenges of the next fiscal year will be to provide the same levels of service with fewer personnel.

Staff Development. The 1983-84 academic year provided limited staff development opportunities, since funding for the Center for Professional Development was greatly reduced. One workshop was held on the use of the microcomputer in class scheduling and other departmental business uses.

SUMMARY

In the instructional area, much attention was given to planning for new high technology curricula and the infusion of basic skills instruction in all programs.

In light of personnel shortages and reorganization, much effort has gone into purchasing microcomputers for departmental use. Effective use of these computers can lessen much of the administrative paperwork burden of these departments, which have generally suffered from a lack of clerical personnel.

A special emphasis was placed on recruitment of high school students and development of proposals for high technology programs and equipment.

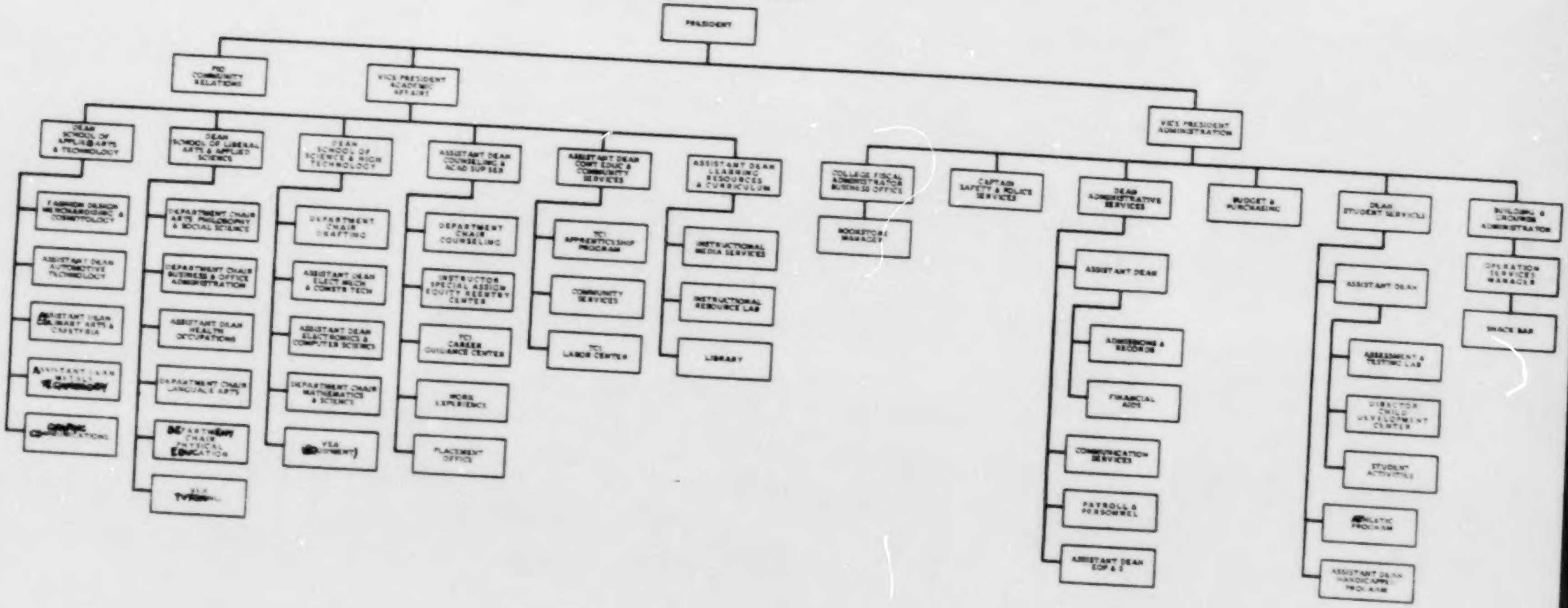
Student Services was reorganized with some sections, such as Financial Aid and Registration, placed under Administration. All departments tried to provide the best possible service even though handicapped by lack of personnel and funds.

A new computer system for on-line registration has proved successful and new procedures eased the process for students. Project ACCESS was well received.

Much of the budgeting process has been transferred to the District Office. Efforts have continued to maintain equipment and grounds even though funding and personnel have been severely reduced. Some difficulties resulted from the reassignment of personnel, which was intended to redistribute work loads equitably.

Individual operations and programs responded well to the fiscal challenges of 1983-84. Achievements lie in the areas of increased automation, expanded faculty participation, effective assessment and placement, improved liaison with business and other community groups, and the extension of campus resources for cutlural, civic and continuing educational purposes.

LOS ANGELES TRADE - TECHNICAL COLLEGE
ORGANIZATION CHART 1983 - 84


PRESIDENT
PIO COMMUNITY RELATIONS
VICE PRESIDENT ACADEMIC AFFAIRS
DEAN SCHOOL OF APPLIED ARTS & TECHNOLOGY
FASHION DESIGN MERCHANDISING & COSMETOLOGY
ASSISTANT DEAN AUTOMOTIVE TECHNOLOGY
ASSISTANT DEAN CULINARY ARTS & CAFETERIA
ASSISTANT DEAN METALS TECHNOLOGY
GRAPHIC COMMUNICATIONS
DEAN SCHOOL OF LIBERAL ARTS & APPLIED SCIENCE
DEPARTMENT CHAIR ARTS, PHILOSOPHY & SOCIAL SCIENCE
DEPARTMENT CHAIR BUSINESS & OFFICE ADMINISTRATION
ASSISTANT DEAN HEALTH OCCUPATIONS
DEPARTMENT CHAIR LANGUAGE ARTS
DEPARTMENT CHAIR PHYSICAL EDUCATION
VSA TYPING
DEAN SCHOOL OF SCIENCE & HIGH TECHNOLOGY
DEPARTMENT CHAIR DRAFTING
ASSISTANT DEAN ELECT MECH & CONSTR TECH
ASSISTANT DEAN ELECTRONICS & COMPUTER SCIENCE
DEPARTMENT CHAIR MATHEMATICS & SCIENCE
VSA (EQUIPMENT)
ASSISTANT DEAN COUNSELING & ACAD SUP SER
DEPARTMENT CHAIR COUNSELING
INSTRUCTOR SPECIAL ASSIGN EQUITY REENTRY CENTER
TCI CAREER GUIDANCE CENTER
WORK EXPERIENCE
PLACEMENT OFFICE
ASSISTANT DEAN CONT EDUC & COMMUNITY SERVICES
TCI APPRENTICESHIP PROGRAM
COMMUNITY SERVICES
TCI LABOR CENTER
ASSISTANT DEAN LEARNING RESOURCES & CURRICULUM
INSTRUCTIONAL MEDIA SERVICES
INSTRUCTIONAL RESOURCE LAB
LIBRARY
VICE PRESIDENT ADMINISTRATION
COLLEGE FISCAL ADMINISTRATOR BUSINESS OFFICE
BOOKSTORE MANAGER
CAPTAIN SAFETY & POLICE SERVICES
DEAN ADMINISTRATIVE SERVICES
ASSISTANT DEAN
ADMISSIONS & RECORDS
FINANCIAL AIDS
COMMUNICATION SERVICES
PAYROLL & PERSONNEL
ASSISTANT DEAN EOP & S
BUDGET & PURCHASING
DEAN STUDENT SERVICES
ASSISTANT DEAN
ASSESSMENT & TESTING LAB
DIRECTOR CHILD DEVELOPMENT CENTER
STUDENT ACTIVITIES
ATHLETIC PROGRAM
ASSISTANT DEAN HANDICAPPED PROGRAM
BUILDING & GROUNDS ADMINISTRATOR
OPERATION SERVICES MANAGER
SNACK BAR

BEST COPY

LOS ANGELES VALLEY COLLEGE

THE COLLEGE

Community Served by the College

Valley College serves an area consisting primarily of Van Nuys, North Hollywood, Sherman Oaks, and Studio City. In 1980, the area's population was 76% white, 15% Hispanic, 6% Asian, 2% black, and 1% other. In Fall 1983, Valley's student population was 66% white, 15% Hispanic, 8% Asian, 7% Black and 5% other. Given the ethnic distribution of the service area population, enrollment was slightly higher among Asians and blacks, and lower among whites and Hispanics; this pattern follows districtwide trends. Of the 1980 population 17 years of age and above, 18% was under 25 years while 29% was 55 years or more. This compares with districtwide averages of 21% for the younger and 26% for the older group, illustrating the trend toward an older population in Valley's service area. Nevertheless, 48% of students enrolling from the area were under 25 years, nearly comparable to the districtwide average of 50%.

The total number employed in the communities served was approximately one-half million; 30% were employed in manufacturing, 26% in services, 17% in retail trade, and 10% in government work. Nearly two-thirds of the primary service area jobs were in white collar, clerical, technical, sales and management categories.

Industry in the Valley consists largely of light manufacturing and electronics. The larger plants include Lockheed, General Motors and Litton. The entertainment industry and movie studios influence the economic and recreational life of the valley, although service occupations in retail stores, insurance firms, banks and real estate offices provide substantial local employment. Many residents commute to jobs in the greater Los Angeles area. The 1980 median income for Valley service area residents was $23,120, equal to the average for the District.

Heavily populated Van Nuys and Sherman Oaks are predominantly residential areas, typical of the communities the College serves. In 1980, 51% of the area was single-family and 18% multiple-family housing. Multiple housing construction has declined and new construction has remained unoccupied. The remaining 31% of the area was divided among commercial (8%), industrial (9%) parking and public areas (14%).

Mission and Functions Statement

Basic to the philosophy of Los Angeles Valley College is the belief that members of the community should have opportunities to develop to their full potential. To that end, the primary responsibility of the College is to provide students with educational programs and services that improve the quality of their lives, to further their liberal arts and/or vocational preparation and advancement, and to enable them to contribute to society.

The College, therefore, strives to serve all who have the capacity and motivation to profit from higher education. The College recognizes its responsibility to meet the continually changing educational needs of the community and the growing diversity among students. The College is also committed to maintaining the quality of the educational experience within an atmosphere of academic freedom.

The major educational functions of Los Angeles Valley College are to provide lower-division transfer, occupational, certificate, associate degree and developmental educational programs which are appropriate to the needs of communities served. Classes in Community Services are also offered.

College Goals

The primary goal of the College is to determine and meet the needs of its students, and of the community it serves as effectively as possible through the educational process and its products. This goal is a continuous one, responsive to needs that are in a continual state of change, as are the groups involved. To achieve this goal, the College will provide:

1. a variety of readily accessible educational opportunities through general liberal arts education, technical-vocational education, lower-division preparation for transfer to four-year colleges and universities, and curricula for personal growth;
2. counseling services directed toward identifying and fulfilling educational, financial, health, and other personal needs;
3. an atmosphere and image that will attract the involvement of community members and organizations in the educational process, both in a participatory and in an advisory capacity;
4. cooperation with other institutions in promoting appropriate educational and cultural programs.

College Organization

The District reorganization this year substituted two vice president positions for the three dean positions at each college. The Vice President of Academic Affairs assumed responsibility for Instruction and Counseling, and the Vice President of Administrative Services assumed responsibility for Administrative Services as well as the other services previously under the Dean of Student Personnel Services. The College was greatly affected by the freeze on the hiring of classified personnel. Retirement incentives were so attractive to classified employees that 80 to 90 vacancies were created in classified services. An organization chart for the College is presented on the last page of this report.

ACHIEVEMENTS AND PROBLEMS

Instructional Programs

Faculty reported many accomplishments as well as some problems in transfer, vocational and developmental programs. Changing demographic patterns and changing student and community needs necessitated some programmatic revisions. Over the past four years, the proportion of Hispanic students has risen from 12% to 15%, while white enrollment has fallen from 71% to 66%. The College continued to provide a balanced curriculum, although recent fiscal reductions and uncertainties were an increasing influence on educational planning. Changes were consistent with State and District objectives, with programs and services modified in response to financial pressures as well as to changing educational needs. Student access, curricular excellence and adaptation to social and technological changes have been primary concerns of the College.

Transfer. The transfer function incorporates the philosophy and goals of the College, and emphasizes the liaison programs with feeder secondary, proprietary and adult schools. The Valley College curriculum committee and departmental council, in cooperation with the administration, developed core curricula for majors. The associate degree and transfer requirements were articulated with the State, District and neighboring four-year institutions. Department chairs reported that current students have lower levels of language skills than their predecessors but are interested in improving them. Chairs also reported that students express a need for classes leading to or enhancing their earning power, but continue to show interest in the performing arts. Counseling, guidance, departmental and instructional advisement was provided to assist students with career planning, goal-setting and enrollment in appropriate courses. Personnel who provide these services address students' interests regarding their preparation for majors and/or transfer.

Significant College accomplishments include a five-year accreditation approval, the establishment or revision of several majors to meet new associate degree requirements, the addition or reinstatement of several courses, and the sponsorship of activities that enhance the educational program.

Preliminary planning to implement a "Writing Across the Curriculum" project was initiated. In Spring 1985, an English class will develop writing skills for students enrolled in particular sections of history. The writing assignments will be based on the factual information of the history assignments. It is anticipated that this will serve as a model for other departmental participation.

The Administration of Justice and Fire Science Department instituted independent study projects and reported a student enrollment increase from 643 to 876 students, with a retention rate of over 87%.

Imaginative use of resources contributed to successful lecture series, field trips and cultural programs. The Earth Sciences Department sponsored lectures, ocean cruises, and trips featuring topics such as the Geography of Hawaii. The English Department sponsored trips to the Huntington Library and Museum. "A History of Mathematics" seminar was continued with good response. The American Cultures Department collaborated with the Hillel Council and with student groups to offer special programs and to present speakers and special films.

The Music Department continued its concert series. Its "Yuletide Feast" and the High School Jazz Band and Choral Festival were successful and enhanced recruitment. Performance groups participating at the Wilshire Ebell annual concert included the Chamber Chorale, the Concert and College Choirs, and the Los Angeles Valley College Symphony Orchestra. Two instructors appeared as guest soloists. The Theater and Cinema Arts Department is completing a twenty-minute recruitment film about its program and has staged activities in Monarch Hall; the latter is now part of the Department's responsibilities. The Speech and Broadcasting Department's "Readers Theater" Program was acclaimed at Saddleback's Festival of Oral Interpretation.

Faculty accomplishments, awards and participation were varied in nature. Valley faculty members held the following positions: Gold Greek Coordinator and archaeology tour leader; Vice President of Professors of Hebrew; the second non-administrator in the history of the Western Association to chair a team; and several conference and workshop presenters. College faculty participated or held leadership positions in collective bargaining organizations, California Community College task forces and committees, California State University System Educational Review Boards, and the College Entry Examination Board. Psychology faculty reactivated the Psychology Club and served on a panel with their colleagues in sociology. Several faculty on various disciplines completed doctoral work or were advanced to candidacy for degrees.

Valley College students engaged in successful extracurricular activities. For many, community or civic participation held high priority. Some graduates established their own businesses and others received recognition for their abilities and/or scholarships. Many entered the fields of film, television and theater writing, production, composing, or performing.

A lack of resources caused the only significant problems encountered by the College. Disciplines suffering from equipment needs were broadcasting, psychology and reading, biology, cinema, earth science, music and sociology. Psychology, mathematics, chemistry and sociology need improved facilities. Unfilled technical and clerical positions caused problems for instructional media services, history, music, foreign language and the Learning Center; additional materials and supplies were needed by biology and anthropology. Reduction in the number of sections in certain courses delayed the completion of certificate programs for some students. Physical education enrollment decreased as a result of new general education requirements. American cultures, foreign languages and English teachers reported a need for more tutorial assistance.

Vocational. Valley College has upgraded facilities, programs and equipment in all areas of occupational education to provide instruction that meets industry standards. The College inaugurated new retraining programs through the Joint Training Partnership Act (JTPA) and continued its liaison with the Valley Industry and Commerce Association (VICA), with advisory committees formed in cooperation with the District's Office of Occupational and Technical Education and the Private Industry Council (PIC).

Individual departments and faculty members contributed to the general progress of the vocational education program. The Business Administration Department, one of the most active, was awarded $15,600 in Vocational Education Act (VEA) funds for a pilot program in accounting that will use five computers and two printers, and lead to the opening of a microcomputer lab in Fall 1984. To keep pace with changes in computer technology used by business and industry, the Computer Science Department offered thirty courses each semester, all of them fully-enrolled classes.

The Cooperative Education Program maintained strong enrollment through activities that assist students to develop potential for employment or advancement within their companies.

Enrollment in electronics classes thrived in response to industry's demand for more skilled technicians; a new program for microcomputer repair drew special interest.

The Engineering Department addressed the need for instruction in developing technology by acquiring new equipment and parallel curricular changes in the areas of computerized numerical control, computer-assisted design and manufacturing (CAD/CAM). Computers, software, machines and tools, valued at almost one-half million dollars, are in place for engineering students. They include a fully-equipped trailer with equipment that is moved to industrial sites to train employees, and the latest CAD/CAM equipment, installed with air conditioning, in the Engineering Building.

The Family and Consumer Studies Department was awarded two grants for classes to help Child Development students in job search efforts. Faculty members in the discipline have improved computer programs that will enable students to evaluate, modify and develop menus for a variety of simulated situations. The chairperson received the California Home Economics Association award as "Outstanding Professor." An instructor was nominated for the McLuhan Award, and another was selected for the Board for Behavioral Science Examination of Family and Consumer Studies Committee. The Department is developing a certificate in School-Age Child Care that should be approved and available by Fall 1984.

The Nursing Program of the Health Science Department received full accreditation with no special recommendation from the Board of Registered Nursing, and the Kellogg project brought statewide recognition. Feedback from graduates shows that large numbers of former students are being promoted to department head and director positions. A nursing instructor's laboratory manual was published and it is selling well. A graduate of the Respiratory Therapy program is now head of the Heart and Lung Transplant Respiratory Therapy Unit at Stanford University.

The Office Administration Department updated its equipment with VEA funds; electronic typewriters and other state-of-the-art machines help prepare students for the current business world. The typing lab was open twelve hours a day to accommodate high enrollment. The Department conducted workshops for industry and business personnel from the District Office, TRW and Northrop, acquainting them with opportunities offered at Valley and assisting them with their office requirements. A Valley student was the recipient of the Theta Alpha Delta "Outstanding Student Award."

The Photography/Journalism Department continued to offer programs that prepare students for employment or avocations and to publish the Valley Star, a leader among community college newspapers.

Proposals totalling $220,124 were submitted for VEA funding. These included programs for the disadvantaged, limited English-speaking students, handicapped students, displaced homemakers and women. Women's Programs provided for a range of counseling, tutorial and instructional services, materials and facilities designed to overcome biases and barriers to job placement or advancement. Other proposals submitted included six VEA equipment requests for microcomputers, a sandblaster for engineering students, electronic typewriters for the Learning Center, and patient simulators and data card readers for respiratory therapy students.

Developmental. Planning for Valley College's participation in Project ACCESS began in February and the testing-orientation program started in May. It is anticipated that 3,500 entering or new students will be tested in Fall 1984. The primary goal of Project ACCESS is to gather information about entering students' skills, needs, and plans, and to assist in their selection of appropriate classes. During the three-hour orientation session, each student is tested, given a "Success Packet," his or her own placement scores and a list of recommended courses.

The Psychology Department added an advanced reading course to the curriculum and prepared two brochures describing courses for English preparatory test-takers and limited-English-speaking students. The department also piloted the Gates-Macginitie Reading Comprehension Test Result Program.

The Learning Center responded to many of the needs of the increasing number of non-or limited-English-speaking students. Two faculty members in the English Department designed a writing program, "Effective Writing Seminars," to be marketed to businesses and large corporations. The eight-hour program will help business people improve their writing skills. Two members of the department have published "Better College Reading," a remedial reader.

Retrenchment during the year diminished the effectiveness of the Learning Center, Foreign Language Laboratory, and the English Department's tutorial and language skills programs.

Instructional Support and Student Services

Library. Despite the declining budget and reductions in personnel, library holdings increased slightly; gifts and inventory changes increased the total book collection to 120,016 as compared to 119,367 in 1982-83. Services were available from 8:00 a.m. to 8:00 p.m. Monday through Thursday and 8:00 a.m. to 2:00 p.m. Fridays.

Insufficient staffing curtailed circulation desk coverage, the update of student and faculty records, telephone references, detailed lectures on research methods for specific subject areas, and development of new subject biographies and recent editions lists. Average daily circulation decreased approximately 16%. Retrenchment of professional, clerical, and student worker personnel during the past three years made it difficult to maintain a number of routine processes. Work-study students shelved the books while learning language skills and work habits. A microcomputer-based system and appropriate software and word processing will expedite card catalog production, serials check-in and claiming, acquisitions accounting and ordering systems when and if the budget permits such purchases.

Instructional Media Services. Data Base II Software was ordered for the computerization of the equipment inventory, and equipment reservations reduced paperwork and increased the efficiency of operations. Lack of a student worker budget and a replacement for the evening Instructional Media Assistant caused drastic reductions in deliveries. Videotape recorders were delivered when possible by the limited staff. Equipment orders averaged 13.5 during the day and 10 in the evening. As equipment gets older and the repair cycle gets longer, there is less equipment to circulate and more breakdowns which require replacement.

Learning Center. During 1983-84, the Learning Center maintained a core of instructional support services despite resource reductions. Credit classes in English, mathematics, speech, and education continued to use the Center. Requests for services in reading, foreign languages, accounting, speech and broadcasting courses remained high. There was a reduction of student usage; the number of material items requested totalled 22,019, representing a 34% decrease from 1982-83. The Learning Center lost half of its staff, including an English instructor, an Audio-Visual Technician, an Intermediate Clerk Stenographer, 60% of evening instructor hours and 86% of Program 100 student worker hours. Lack of equipment repair was also a serious problem. Student's needs for ESL materials remained high; these materials now make up 20% of the Center's inventory.

The instructor who directs the Learning Center served as Valley College's representative to the District Developmental Skills Committee and provided technical liaison for nine conferences on microcomputer software used for developmental skills instruction; these were sponsored jointly with the Computer-Assisted Instructor Committee (Dev-Soft'84).

Counseling and Services to Special Clientele. Major counseling functions were: 1) to provide information and advice to students regarding transfer requirements and course equivalencies, general education and major requirements; 2) to sponsor articulation activities with four-year institutions; and 3) to implement the Project ACCESS program of student assessment, orientation and placement.

Extended Opportunity Programs and Services (EOP&S) served more than 600 students during the year. Extensive efforts set the groundwork for agreements with several four-year institutions to secure guaranteed places for students transferring into their "impacted" curricular areas. Improving transfer became a major thrust, requiring comprehensive program advisement. Transfer became a major thrust. Other important activities included career planning and counseling to avoid or correct personal and academic probation, implementation of tutoring and work study programs, and financial and medical assistance. A book loan service to help students get an early start in classes was appreciated and useful. A new project is the development of a model to improve the tracking of students who have left Valley College; lack of information about former students is a major problem. It is particularly difficult to acquire information about students who attain gainful employment as a result of attending college. Such tracking is essential to the process of program evaluation.

The Veterans Program continued to provide counseling and services to veterans and dependents eligible for Veterans' Administration educational benefits. The Veterans Office was staffed by a counselor, who spent approximately 20% of his time overseeing office operations and counseling veterans, a Community and Student Services Aide, and a student worker. The program has experienced a gradual decline in recipients; it provided assistance to approximately 500 eligible persons compared to 600 in 1982-83.

The Handicapped Students Programs and Services (HSP&S) Office served 297 handicapped students this year. Because of the accessibility of the campus, many handicapped students are self-sufficient and do not use the services. This is consistent with the goal of helping handicapped students to become independent. Even though the clerical staff was reduced 75% and the counseling staff 50% in 1983-84, there was a slight increase in student contacts. A total of 5,677 contacts was made, with an average of 19 contacts per student. Retention of handicapped students receiving services was 83% higher than the College rate.

Activities for women (re-entry women, displaced homemakers and others) were handled by other special services because of limited funding and staffing patterns. A series of seminars was sponsored by counselors.

During 1983-84, 4,789 current and former students were placed in full- and part-time jobs through the Placement Office. Staff made 26,390 referrals to employers, who listed 10,398 jobs with the Office. The staff referred

2,232 students to tutors and provided clinics, vocational information and employment counseling to 6,084 students. The annual Job Fair, co-sponsored by the Placement Office, the Cooperative Education Office and the Patrons' Association, helped many students to obtain jobs and raised approximately $500 for Patrons' Association scholarships. The Office administered the Summer Youth Employment Program on campus during the summer of 1983 and will do the same in 1984. The Placement Coordinator placed a total of 529 students in jobs on campus, including 105 College Work Study (CWS) students. The Office remains open one evening per week, and an average of thirty students per night use the service. The ethnic make-up of new students using Placement services was: 59% white, 17% Hispanic, 9% black, 12% Asian, and 3% other. Some services were eliminated or adjusted by the loss of a staff member (CWS Advisor) and the reduction of student worker hours.

The Placement Coordinator, serving her second two-year term as Treasurer of the California Community College Placement Association, attended two conferences: the California Community College Placement Association (CCCPA) Annual Conference in San Jose and the CCCPA Professional Development Retreat in Santa Barbara. She was active in PIRA (Personnel & Industrial Relations Association) and the Employment Development Department's Employer Advisory Group, hosting a Valley College display table at the annual Employer Seminar in Los Angeles.

Financial Aid. The Financial Aid staff continued to determine students' eligibility and administer National Direct Student Loans (NDSL), Pell Grants, Supplemental Education Opportunity Grants (SEOG) and the College Work-Study Program. During 1983-84 the Financial Aid Office was audited by an outside agency to determine compliance with Title IV regulations. A preliminary exit interview on the audit in May indicated that Valley College was in compliance.

Financial Aid staff attended several conferences and workshops. The Assistant Dean in charge served on the College Entrance Examination Board and the Western Regional Assembly Financial Aids Committee and completed a one-year term as Director of the Southern Section of the California Community College Student Financial Aid Administrators Association.

Valley's Financial Aid Office was assigned responsibility to administer a State Enrollment Fee Defrayment program, created to assist students who could not pay the mandated fee. Personnel worked cooperatively with District staff to develop uniform enrollment fee policies and procedures.

Admissions and Registration. During the 1983-84 year, the Admissions Office enrolled over 48,000 students--a slight decrease in enrollment over recent years. During the year, the Office processed 28,533 applications and approximately 30,000 program changes. On-line registration was upgraded by transferring from the XL-40 campus computer to the District's Honeywell main frame computer. Most remaining problems were therefore external to the campus.

During the Fall 1983 semester, with the assistance of the counseling staff, 1,009 students subject to disqualification and 2,541 students on probation (both academic and progress) were evaluated. During the spring 1984 semester, 878 students were subject to disqualification and 1,995 were placed on probation. All students on probation and disqualification were notified by letter and messages on their grade mailers. Each student subject to disqualification was notified by individual letter and was required to file a petition to be considered for readmittance.

Student Activities. Student activities, as a healthy part of campus life, benefit the entire college community. The Valley College Office of Student Affairs handles Associated Student Body (ASB) concerns: membership, student government, clubs, and student discipline. Numerous activities are generated out of student needs and interests. Examples in 1983-84 were Homecoming, a film series, funding for weekend hours at the library, additional funding for men's and women's athletics, financial support for instructional departments (Music, Art, Speech/Broadcasting, Theater Arts), student scholarships and emergency loans, sponsorship of national-level speakers such as the Reverend Jesse Jackson and Father Cardenal, Ethnic Awareness Week, Club Day; financial assistance for instructional support services such as the Child Development Center; fund-raising activities including a Comedy Variety Show, and active participation in the Deans' Reception and Commencement. The students involved in student government and clubs were extremely active on all college levels.

The Office of Student Affairs was affected drastically by the District financial crisis, and clerical support after November was erratic at best.

The provision of legal services, photo ID's, film series, newsletters, copy machines, departmental support such as tutoring, special programs, and other co-curricular support are just a few of the innovations used to generate ASB interest and membership.

Intercollegiate athletics, although hampered by diminishing resources, sponsored 13 teams and had a successful year. Total student athlete participation in 1983-84 was 269 , with 196 competing on men's and 73 on women's athletic teams. All teams, in addition to receiving financial support from ASB, were successful in generating outside income through the ASB Spirit Club. Men's Athletics had teams in baseball, basketball, cross country, track and field, swimming and water polo. Women's athletic teams included basketball, cross country, track and field, softball, swimming and volleyball. Outstanding performances included second place in the State by men's cross country; first place in their respective conferences by men's basketball, men's water polo, women's track and field and women's volleyball; and second place in conference by men's baseball, men's cross country, men's football and men's track and field. The two teams finishing third in their conferences were men's swimming and women's cross country.

Two athletes received honors for their contributions. Dean Archie received the American Award. This award is presented nationally to the outstanding community college gymnast and is based on performance and academic achievement. The late Billy Lees was chosen for the Metropolitan

Conference Swimmer Award for outstanding performance. The Los Angeles Valley College Athletic Department received the Supremacy Award in the Mountain Valley Conference.

Community Services

Valley College Community Services is a self-supporting program of short-term classes and special activities for community residents. To improve the program, all offices were combined into one location; this allowed for continuous staffing from 8:00 a.m. until 9:30 p.m. daily, better communication among staff members and better access by the community. The Young People's program was restructured to increase the on-campus and decrease the off-campus offerings, providing for better program monitoring and accountability. The day program of classes was extended by staggering hours to make more courses available at the most desirable times.

Non-Credit Classes. Total enrollment in non-credit classes rose 10% between 1982-83 and 1983-84, from 16,250 to 17,875. "Share" programs prevented the cancellation of some classes. Popular classes identified by enrollment figures included "Stay Fit" (for senior adults), "How to Start a Small Business", "Business and Fascinations of Import Trading", "American Sign Language", "How to Get Rich in Mail Order", "Medical Insurance Billing", "Aerobics-Type Exercise", "Ballroom Dancing", "Gymnastics for Children", and tours.

Special Services. The Community Services program provides equipment items used by its participants. Examples include: pool equipment (buoys, kickboards), lane lines, tennis nets, basketball rims, a microcomputer for the computer laboratory and $1,000 toward a spring floor for gymnastics. The tour program had 1,206 participants during the year, a slight drop of 4% from the previous year.

Administration and Planning

Long-Range Planning. The College President formed a college-wide ad hoc committee on long-range planning to examine demographic trends and to determine the subsequent changes which will be required at Valley College. Census information from 1970-80 indicates that there is a large decrease in the number of individuals under 18 years of age, an increase in the age group from 25 to 44, and an increase in the number of individuals with baccalaureate degrees.

A survey of most of the public high schools within the Valley College service area indicates an 18% decrease in the number of students attending high school. Discussions with high school counselors reveal that the percentage of Hispanic students is increasing rapidly. Although the total number of students at Grant High School, the closest high school to Valley College, has increased slightly within the last five years, at present, over half of the students attending are bused in from other areas of Los

Angeles. There is generally a decreasing local high school student pool for recruitment.

The College continued the successful use of volunteers in many areas and has furthered preliminary work on the development of the foundation, discussed below.

Major Research Projects. Research activities were limited to gathering census-based demographic information and analyses of current and projected staffing problems and patterns. Ad hoc research projects provide input for administrative decision-making.

Special Fund Development. Vocational Education Act (VEA) funds were used to complete several projects and to continue programs during 1983-84. Valley College received $287,794 plus $34,499 carried over from the previous year, providing a total of $322,293 in Subpart 2, 3, and 5A funding, an increase of 29% over the past year. Other donations and grants equalled $1,345,448, an increase of 388%. The Engineering Department secured two large grants from the Employment Training Panel (ETP) totalling $914,000, $185,000 from the Lockheed Corporation, $45,000 from Dunlap and Abbott Manufacturing Company and $1,340 from the Wendt-Sonis Division of TRW in the form of equipment and tooling supplies for existing programs.

The Health Science Department secured $15,000 in Neonatal Respiratory Therapy Grants. The Child Development Center Director obtained $10,613 in a Food Grant and $75,904 in a general grant. Excluding the large grants obtained through the efforts of other staff, the Community Resources Office recorded a 69% increase in contributions from $67,636 in 1982-83 to $114,150 in 1983-84.

Foundation and Auxiliary Organizations. The Foundation of Los Angeles Valley College is in its formative stages. There are many considerations that require a solid and cautious approach to the formation of this important college support organization. The College pursued a rigorous program to obtain assistance through donations which were directed to and processed through the Office of Community Resources. This office will continue to have responsibility for resource development until the Foundation is in place.

The Patrons Association of Los Angeles Valley College is a chartered nonprofit corporation composed of persons interested in providing service and other resources to Los Angeles Valley College programs. Some of its activities included: 1) 13 scholarships of $110 each in Fall 1983 and 13 awards of $125 each in Spring 1984; 2) 25 Halo Awards of Appreciation to school staff, departments, and community organizations that made donations to scholarships, time or other assistance to Patrons' activities; 3) the hosting of the Deans' Teas, Principals' and Head Counselors' Breakfast, and the June graduation reception; 4) co-sponsorship of the Job Fair; and 5) sponsorship of various fund-raising activities for scholarships.

Other Projects and Activities. The College continued, under the President's leadership, to improve a successful recruitment drive. The recruitment package had limited use in 1982-83 but was used fully in 1983-84. The College registration schedule was adjusted to afford high school students the opportunity to register prior to the end of the high school's spring semester. The College is participating in Project ACCESS for the first time this year, with a very good response from the students involved in the project.

Public Information. The College Public Information Officer, who previously prepared news releases for Community Services and other activities, retired in June, 1983 and his position was not filled because of the budget deficit. Community liaison continues through involvement by the President, administrators, faculty and staff in many organizations and activities as well as through the various campus publications: the catalog, the schedule of classes, Community Services Schedule, the "Valley Star", and various campus bulletins.

Community Relations. The College President serves on the following boards: Greater Van Nuys Chamber of Commerce, Valley Industry and Commerce Association (VICA); Medical Center of North Hollywood; United Way Region 1; United Way Corporate Board, the California Association of Community College's (CACC) Chief Executive Officers Association and the CACC Commission on Athletics. She is Vice President of the Tri-Valley Alliance, recipient of the Community Concern Award sponsored by the American Association of University Women, San Fernando Valley Branch, and a nominee to the Greater Van Nuys Chamber of Commerce.

Administrative/Fiscal Services

Facilities. Campus facilities have been neglected because of the lack of custodial staff, custodial supervision and restricted maintenance resources. The thirteen months required to replace the custodial supervisor responsible for the "C" shift resulted in numerous housekeeping types of complaints. Deferred maintenance projects and the reroofing of Foreign Language and Business/Journalism Buildings were completed during 1983-84 and the conversion of storage space to locker rooms is near completion. Supplemental asbestos survey reports were prepared and a training class was provided for staff.

Security and Safety. In 1983-84, there was an approximate 10% decrease over 1982-83 in total incidents reported to the Office of College Police. The decrease can be attributed to the use of clearly marked vehicles, which have added to greater mobility, cut police response time and increased visibility of police on campus. The College Police have assumed some of the duties of the Health Office, eliminated in 1983-84. All officers have completed training in Basic First Aid and Cardio-Pulmonary Resuscitation. Training in all facets of law enforcement and safety are ongoing.

Plant Operation and Maintenance. Plant Facilities continued to provide high quality service in support of the educational programs at Los Angeles Valley College. The employees in the area have been innovative and resourceful, allowing the unit to do an excellent job with fewer personnel. This year, one major emergency was encountered. The library air conditioning unit quit functioning and had to be replaced. A total of 1,707 work requests were completed with a backlog of approximately 237.

Major projects included: major sprinkler renovation in various locations, additional survey and testing for asbestos contamination, deferred maintenance projects to reroof the Business/Journalism and Foreign Language buildings and to provide bath and locker room facilities for the College Police, and the vacating of Ethel Avenue (the public street that bisects the campus). The District provided funds to replace the weight room floor and the master time clock; both were health and safety problems.

Remaining equipment concerns include College trucks, a sidewalk vacuum sweeper, two 72" lawnmowers, a paint line striper, a boom truck, and an electric cart. Serious asphalt deterioration remains in various locations, requiring asbestos encapsulation. Energy conservation continues to need support.

Although the Plant Facilities Department reached its lowest staff level, its goal has been to make the campus look as good as ever. But staff cuts necessitate service cuts. The District's contract for removal of architectural barriers, Phase 1, proved to be a disaster for the College. There were numerous problems with the contractor and the College experienced 18 months of disruption, which came to a head in the spring semester when the contractor attempted to lock all restrooms on campus.

Energy Conservation. The College has an eight-year continuing energy conservation program which is viable and continues in the following areas: replacement of lighting with more efficient sources; installation of time clocks and other automatic controls; cutting back on unnecessary lighting, heating and air conditioners; installation of insulation where appropriate and investigation of computerized energy management systems that greatly reduce power consumption by limiting peak loads automatically.

Budget. The Budget reflects the result of mandated decreases designed to bring the District general fund budget into balance. The College was not able to operate at the same level as it has during previous years.

Personnel Services

All personnel policies and procedures affecting employees originate at the District Office; manuals and guides are maintained locally in the Personnel Office along with copies of the collective bargaining agreements. Staff assigned to Valley College totalled 890. Of this number, 517 were instructional personnel, 356 classified and 17 management. Five hundred and seventy student workers were employed and approximately 30 volunteers aided the College in various capacities.

Procedures and Record Keeping. The College is continuing to be an active user of the automated personnel system and is looking forward to the time when payroll is automated.

Affirmative Action. From December 1982 to December 1983, the total staff of Los Angeles Valley College decreased by 85 employees. Most of the reduction occurred in secretarial/clerical, full-time instructor, and service and maintenance areas.

While the number of minorities decreased during this period, minority representation remained constant at approximately 13%. The proportion of women on the staff dropped from 46% to 43%. The Affirmative Action efforts of Valley College have continued: workshops, bulletins, ethnic awareness weeks and Affirmative Action Guidelines have all been maintained.

Staff Relations/Labor Concerns. The College has a great concern regarding the lack of staff in the custodial area; it has become extremely difficult to provide an acceptable level of campus cleanliness.

Staff Development. The College participated actively in the District's Center for Professional Development program. The Center's activities were limited in that most of the major concerns within the District for the year centered on fiscal matters. The President conducted several staff-development meetings on the fiscal status of the District.

SUMMARY

Valley College is adapting educationally and financially to the changing population and to the needs of its constituents, while it adjusts to the fiscal constraints under which the Los Angeles Community College District must function. The administration, faculty and staff work in an atmosphere of collegiality, with positive approaches to problem-solving and a high degree of pride and commitment to Valley's primary goals and objectives. The College is dedicated to effectively meeting the needs of students and the community.

The high quality of personnel is one of Valley College's strengths. Faculty competence is reflected in the success of students and in external recognition through the many scholarships, grants, fellowships, and honors awarded to faculty members. A high percentage of certificated and classified personnel participates in national, state and local governmental, cultural and educational activities, serves on committees and performs in diverse capacities. The entire College was represented in the Accreditation Self-Study, contributing to a five-year continuing accreditation by the Western Association.

Instructional and student support services remained strong despite reductions in personnel, resources, equipment and maintenance. The College administration, departmental council, curriculum committee and Senate changed the graduation patterns to conform with District and State objectives and to adapt to the needs of students with varying goals.

Instructors reported outstanding accomplishments for students from most departments. The athletic awards are noteworthy and the programs were cost-efficient. Although Los Angeles Valley College is offering a balanced curriculum and attracts students to its educational programs, personnel are planning realistically for a continued decline in student enrollment. For this reason, long-range planning includes continued efforts to maintain liaison with auxiliary organizations, to further develop the College Foundation and to continue efforts to secure grants, donations, and volunteer programs.

Los Angeles Community College District

LOS ANGELES VALLEY COLLEGE

Organization Chart

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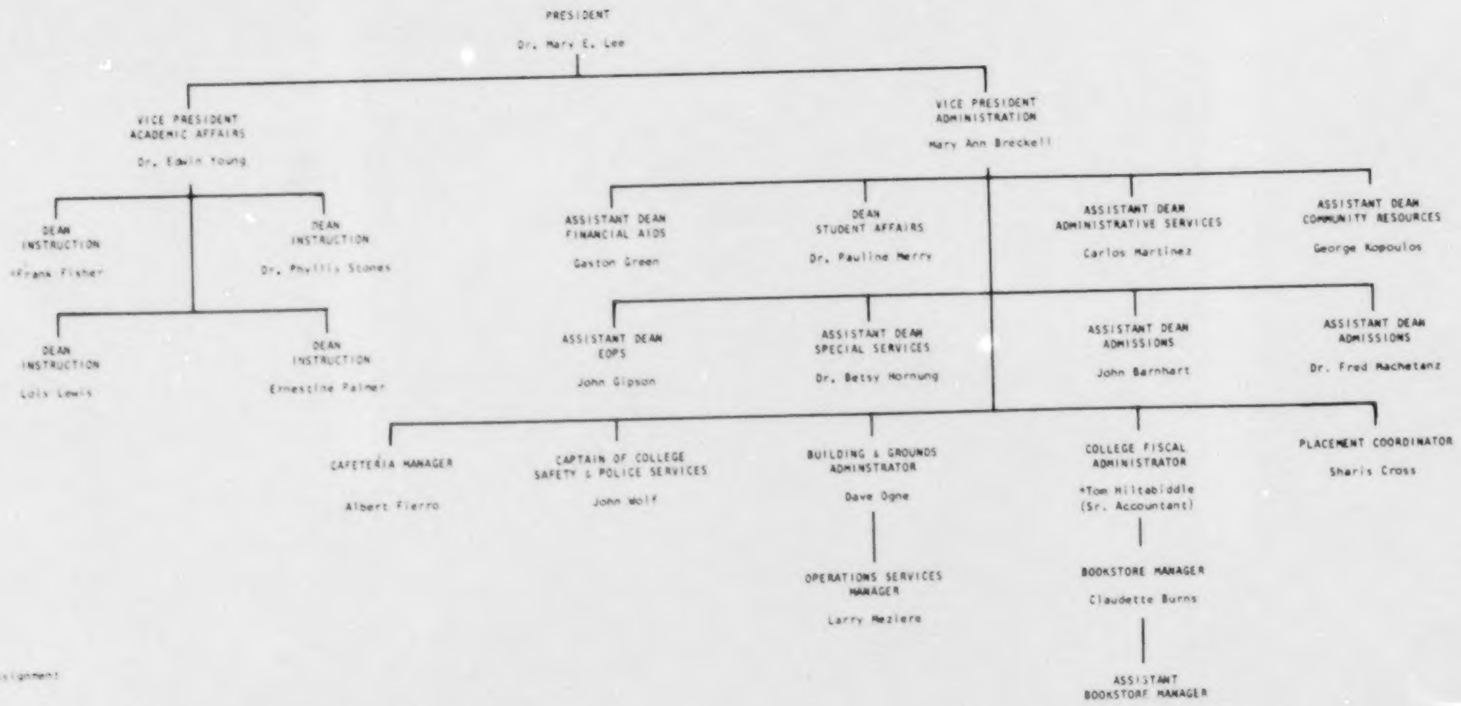
PRESIDENT
Dr. Mary E. Lee
VICE PRESIDENT ACADEMIC AFFAIRS
Dr. Edwin Young
DEAN INSTRUCTION
*Frank Fisher
DEAN INSTRUCTION
Dr. Phyllis Stones
DEAN INSTRUCTION
Lois Lewis
DEAN INSTRUCTION
Ernestine Palmer
VICE PRESIDENT ADMINISTRATION
Mary Ann Breckell
ASSISTANT DEAN FINANCIAL AIDS
Gaston Green
DEAN STUDENT AFFAIRS
Dr. Pauline Merry
ASSISTANT DEAN ADMINISTRATIVE SERVICES
Carlos Martinez
ASSISTANT DEAN COMMUNITY RESOURCES
George Kopoulos
ASSISTANT DEAN EOPS
John Gipson
ASSISTANT DEAN SPECIAL SERVICES
Dr. Betsy Hornung
ASSISTANT DEAN ADMISSIONS
John Barnhart
ASSISTANT DEAN ADMISSIONS
Dr. Fred Machetanz
CAFETERIA MANAGER
Albert Fierro
CAPTAIN OF COLLEGE SAFETY & POLICE SERVICES
John Wolf
BUILDING & GROUNDS ADMINSTRATOR
Dave Ogne
OPERATIONS SERVICES MANAGER
Larry Meziere
COLLEGE FISCAL ADMINISTRATOR
*Tom Hiltabiddle (Sr. Accountant)
BOOKSTORE MANAGER
Claudette Burns
ASSISTANT BOOKSTORE MANAGER
PLACEMENT COORDINATOR
Sharis Cross

*Acting Assignment

6/84

WEST LOS ANGELES COLLEGE

THE COLLEGE

Community Served by the College

West Los Angeles College (WLAC) is located in the Baldwin Hills adjacent to Culver City and serves the following major communities in the western region of Los Angeles County: Culver City, West Los Angeles, Westwood, Crenshaw, La Tijera/Windsor Hills, Mar Vista, Palms, Venice/Marina Del Rey, Beverly Hills, Brentwood, Pacific Palisades and Century City. The College service area approximates over 1,000,000 residents (1980 census). Of these, 53% are designated ethnic minorities. The median age is 32 years, with 22% 55 years or older. Average family income within communities ranges from a low of $13,485 to a high of $59,985, with 15% of the families falling into the lower range.

Mission and Functions Statement

West is committed to providing, to the best of its ability, the educational experiences needed by service area residents. Eligible students include high school graduates, adults over 18 years of age who can benefit from the instruction offered and high school students under advanced placement agreements with their respective high schools. West believes in the dignity and worth of each individual. Cognizant of differences in abilities, skills, experiences, and purposes, West believes in equal and diversified educational opportunity for all who enroll.

Educational programs and services, principally offered in a collegiate, campus environment, implement the following functions: postsecondary or lower division general, career, transfer, special and continuing education; student services and activities, and community services.

College Goals

As a comprehensive institution of higher education, the College has established the following goals (not in priority order) which describe the purposes of each institutional function:

1. General education shall emphasize learning experiences which help students attain knowledge, achieve skills and develop appreciations, attitudes and values which all students need for an effective and well-balanced life in a democratic society. All programs and services for students have responsibilities toward the realization of this goal.
2. Career education shall provide intensive and thorough training leading to employment, the upgrading of skills for persons already employed, or retraining for employment in skilled, technical, business and service occupations.

3. Transfer education shall offer courses that enable students to satisfy the lower-division requirements for upper-division work in accredited baccalaureate institutions.
4. Student services shall provide a guidance program which includes personal, educational and career counseling. Other services shall assist students with self-appraisal and with planning for and obtaining available employment, and generally contribute to students' success in college. Guidance through students' contact with faculty as well as counselors is an integral part of the student services program.
5. Student activities shall provide a variety of experiences that have educational value for students as responsible individuals, citizens and social participants.
6. Special education shall provide a program meeting the special needs of educationally disadvantaged and handicapped students through special course offerings, instructional assistance and supportive services.
7. Community services shall provide opportunities for people to participate in a variety of non-credit classes, workshops and seminars, as well as in recreational and cultural activities.
8. Continuing education shall provide classes which offer opportunities for a wide range of personal and occupational competencies that supplement two-year degree curricula.
9. Campus facilities shall provide a collegiate, physical environment which supports the College's mission.

College Organization

The 1983-84 Organization Chart, shown on the last page of this narrative, represents the 1982-83 reorganization plan which consolidated three dean positions into two vice president positions. All Academic Affairs administrators are assigned supervisory responsibility over one to three instructional divisions in addition to other specified duties.

ACHIEVEMENTS AND PROBLEMS

Instructional Disciplines

No new programs were implemented during the past year, although a Computer Technician Program is in the developmental stages; this program will be a cooperative venture of the Computer Science and Electronics departments. Three programs have been eliminated and are accepting no new students: Fashion Merchandising, Insurance, and Educational Aide. Work continues on blending the common instructional components of the Electronics and Aircraft Electronics Technology programs.

Transfer. The major development in transfer and related academic areas was the expansion of the Honors Program. Developed for students of proven academic capability, this program initially provided selected general education classes in special sections for Honors students only. In Fall 1983, an "Honors Contract" component was added, allowing students to "contract" with instructors in non-Honor transfer classes for Honors Program credit by completing special projects of the instructor's and student's mutual choice. This greatly expanded the range of courses in which Honors Program credit could be earned, increasing the one-to-one contact between Honors students and the faculty and bringing more instructors into the program. In addition, the "interdisciplinary" component of the program was strengthened with the offering of two specially created team-taught courses: one in perspectives of philosophy and physics regarding key contemporary issues; the second in the classical and popular arts. Contacts with high schools and transfer institutions were also increased, with at least one representative of the University of California system (Berkeley) showing considerable interest in recruiting Honors Program students for transfer.

Vocational. Fifteen faculty members received opportunities to participate in seminars, workshops and conferences as part of the Districts' staff development program and with funding provided by Subpart 3 of the Vocational Education Act (VEA). Funds received through VEA Subpart 2 (Basic and Disadvantaged) and Subpart 5 (Sex Equity and Women's Program) were sufficient to maintain the present level of course content and somewhat reduced support services. A faculty advisory group was created to plan for effective utilization of VEA funds. This group may become a standing committee in future years.

In Fall 1984, Aviation Maintenance Technician courses were converted from six to nine-week modules. The major advantage of the revamped curriculum is that it permits one instructor to teach both the lecture and laboratory components of a course. An additional benefit of the new scheduling is that students can go to school both morning and afternoon. This reduces the possible program completion from two years to one and a half years. One effect may be smaller enrollments in advanced courses until the transition is complete.

A great deal of time has been spent investigating the need for computer training in the Travel Program. It is now quite apparent that computer training should be added to the course offerings. A $32,000 VEA proposal is pending.

Developmental. Based on plans proposed by several broad-based faculty task forces, the College introduced Project ACCESS in the Fall semester. The focus was originally on intensive instruction in reading for those t [illegible] low in this subject; faculty from English, Psychology, and general [illegible] areas were involved. However, with changes in leadership the [illegible] edirected to the placement of students in traditional course [illegible] supported by a reading laboratory. A new committee of English and Psychology faculty has worked to develop a unified purpose and new instructional materials and to implement the reading laboratory. The reading laboratory is part of a plan to integrate support services in the Learning Resources Center.

Instructional Support and Student Services

Library and Learning Resources Centers. With reductions of staff, the hourly budget and book funds, service to faculty and students was necessarily limited. Evening hours have been particularly restricted. However, the restoration of one librarian has permitted the continuation of the cataloging of non-print material with the anticipation of greater utilization. The computer system is used to inventory and catalog all books, paperbacks, non-print materials, and the reserve collection.

In the Instructional Center, the addition of a new reading laboratory has helped to emphasize West's commitment to providing comprehensive learning resources and has increased the utilization of the Center. Integrated services will include reading, writing and foreign language laboratories, tutoring and computer-assisted instruction. The new foreign language laboratory is in the process of being installed and will incorporate the latest available products in audio, video, and computer technology. This addition will also help increase utilization. Adequate staffing, not presently available, is crucial to the full realization of the Center's expectations.

Both the Tutoring and Computer-Assisted Instruction (CAI) programs suffered from severely reduced funding in 1983-84, affecting services offered. The Tutoring Program, forced to operate with only one-third of the previous year's budget, managed to provide tutoring at two-thirds of the previous level, providing 58 tutors in 18 subjects and serving 1,200 tutees. This greater efficiency resulted from a shift from individual to group tutoring. With no software budget at all, CAI managed to expand its offerings into foreign languages through the use of authoring programs. Computer-assisted instruction is now provided in astronomy, biology, chemistry, computer science, English, environmental science, French, geography, German, history, mathematics, music, physics, physiology, political science, psychology, and Spanish. Over 140 diskettes of programs are available for student use on six microcomputers.

Use of the television studio continues to increase, regularly supporting classes in speech, broadcasting, and cooperative education. Other college programs also use the facility. New equipment includes the large screen in the viewing room, and a new large screen video projector is being installed. This equipment has been useful in handling film-intensive classes and also permits the rental of cheaper video cassettes rather than film.

Despite problems and cutbacks, the Library staff continues to direct its efforts to access and excellence. A new course, Library Media Technology 15, is being offered in conjunction with English 1 to assist students in research strategies. The librarians and their support staff continue to provide a functional and efficient Learning Resources Center.

Materials for the Airport Library continue to be purchased. The old office area had been set aside for the future library. The needed alterations and improvements (A&I) have not been done and the room used currently will not hold any more materials. Present library services do not meet the needs of Airport Center students or faculty; additional materials and a permanent staff member are required.

While the Graphics Office maintained its usual support function to campus programs in 1983-84, it also began to serve as a key resource in the College's marketing and recruiting efforts, a role that is expected to expand. The Office produced a broad variety of visual materials, including catalog and schedule art, brochures, flyers, and posters; prepared art for printing, including specifications and printer contact; served as consultants in the use of art and text for greatest persuasive effect; and provided special effects photography. In addition, it was instrumental in moving the College toward developing a coordinated marketing campaign, in which a unified message would be presented through the art and text of all marketing materials. This message-coordination and marketing-consultant role is expected to increase greatly in 1984-85.

Counseling and Services to Special Clientele. Despite a 29% loss of full-time staff and a reduction in hourly counselors, the counseling staff maintained a high quality of service. The range, variety, and quantity of services were necessarily reduced; 30% fewer students were seen than in the previous year. During fall registration the staff met with an average of 170 students per day; for spring, the number per day was 128. Orientations for new students were held during the fall, but lack of time and personnel prevented similar offerings during the spring. Counselors continued to offer reduced sections of Personal Development 1, 4, and 15. Two hundred thirty-seven students on probation were seen in small groups before being permitted to register in August and September. At these meetings, counselors discussed students' academic records, college services, financial aid, student planning and goal-setting. All students returning from disqualification were seen individually by counselors.

A major responsibility of the Counseling Center is providing the assessment service. Assessment of reading and mathematic skills is required of all entering students carrying six or more units. A writing sample is taken by the English faculty on the first day of classes in all composition courses. Approximately 2,200 students were assessed during the academic year. The College will convert to the Project ACCESS assessment system for the 1984-85 academic year.

The counseling staff visited thirty-five high schools in cooperation with the College's marketing program. Counselors helped to host a High School College Advisors and Career Counselors Day, served at two College Advisement Days, and worked hard at the recruitment process. In addition, the counseling staff sponsored a California College and University Day in November and a College Night in April to help promote successful transfer. Several hundred students attended these functions.

Foreign student counseling has been a responsibility of the one counselor attached to the Airport Center, who also provides all other counseling services for Center students.

A full-time director was assigned to Extended Opportunity Programs and Services (EOP&S), thereby separating it from the Financial Aid area. Aggressive efforts were made to solicit new students for the program, including the distribution of flyers and the showing of a videotape to students waiting in registration lines. Three electronic boards are being placed in areas of student concentration to promote EOP&S and other services. Increased services for students in the program include group counseling, a videotape library of presentations by four-year institutions, and campus visits by representatives of the California State University (CSU) and University of California (UC) systems. Staff sponsored a very successful workshop, "Getting Over and the Price of Success", and have made arrangements for Mayor Bradley to visit next year.

Financial Aid. Despite a reduction in staff, it is expected that 500 students will have received Pell grants and 370 will have received Supplemental Education Opportunity Grants (SEOG) by the end of the year. Although West was able to loan $70,000 to 110 students from collection of prior loans, it did not receive a Federal Capital Contribution for its National Direct Student Loan (NDSL) fund. Ninety students participated in College Work Study. There was a drop in Guaranteed Student Loans (GSL), perhaps due to the increased availability of NDSL through better collections; 132 students received GSL's, compared to 220 last year. In addition, Cal Grant B Awards were received by 43 students and Cal Grant C Awards went to five students. Standards of satisfactory progress were rigorously enforced.

The Financial Aid Office met or exceeded all deadlines for required reports. An audit of the three prior years completed in June, 1983, by Peat, Marwick, Mitchell & Company was almost wholly positive, with only some minor areas which have been resolved.

Financial Aid also directs the scholarship program for the College and this year distributed a newsletter to inform and assist students in applying for available scholarships. It also hosted the scholarship awards ceremony honoring students who had received scholarships.

Admissions and Records. There has been increasing improvement in the interaction and communication between the Admissions Office, faculty, students and the community. This is being accomplished through clarifying procedural guidelines, strictly adhering to deadlines, faculty advisement, and increased publicity on and off the campus.

A completely new on-line registration system provides excellent control over student registration, more up-to-date data, and speedier input and out-take of information that positively affects the entire Admissions Office operation.

Retirements and resignations have greatly reduced the staff and have negatively affected the Office's ability to carry out normal everyday operations. The ability to provide verification/transcript services changed from a five-day turnaround period to from three to five weeks. Dismissal and probation appeals procedures have added to the workload of the Admissions Office.

Continuing students can now register by mail. The process was initiated for the summer session. The purpose of registering by mail was to save the student time and to eliminate the lines that form each time continuing students register.

Student Activities. Through prudent and skillful leadership by the staff members in the Athletic Department, four competitive sports were offered by the College: football, basketball, baseball and track. The results of the competition were satisfactory for all teams. An overwhelming majority of the sophomore student athletes completed the necessary credit classes required for transfer to four-year institutions. West is particularly proud of this fact. Through the use of the campus advisory committee, consisting of head coaches, counselors, faculty, and administrators, and chaired by the Athletic Director, institutional committment to strengthening all facets of the program remained strong. Continued growth is anticipated in 1984-85.

The student government has continued to support a variety of campus activities, including the Multi-Cultural Week.

Special Services. The Placement Office and the Career/Life Planning Center were merged during the year in order to alleviate the effects of personnel reductions. It was still not possible to maintain evening hours for these services. However, activity levels remained high. Over 2,000 job orders were received from off-campus employers and approximately 4,800 students utilized this service. Three hundred seventy students were placed in on-campus positions.

In the Career/Life Planning Center, the EUREKA program continued to be used by both students and community, although in slightly reduced numbers because of a reduction in hours. Non-student contact in particular was reduced. Approximately 600 students made use of the system. The Career/Personal Appraisal Program continued to grow and is now self-supporting and has strong support from faculty and staff. The counseling staff handled over 380 appointments and 600 walk-ins; subjects mainly concerned career planning, career information, and academic advisement.

The Career Center has taken on another responsibility, acting as the focal point for counseling undecided students. Daily on-the-hour workshop/orientations will be offered to such students during registration periods.

A successful job fair was presented during May. Thirty employers participated and attendance was estimated at 2,000. In addition, on-campus employer recruitment sessions were sponsored. Special emphasis was placed on recruitment for the 1984 Summer Olympics. Over 250 placements resulted from these interviews.

In Handicapped Student Programs and Services (HSPS), the vacated counselor position was replaced by a half-time position. No VEA funds were utilized in this year, as per prior agreement. The Student Assistant budget was mostly converted to supplies, which were purchased to assist the Airport Center, Reading Lab, Career Center and Counseling in their working with handicapped students. The wheelchair van transportation continued to be financed through a contract with the Department of Rehabilitation.

Approximately 170 students, including four in wheelchairs, received some kind of assistance from HSPS this year. The most common disabilities continued to be lower back injuries and invisible disabilities such as diabetes, heart problems or emphysema.

The Bookstore, operating this year in remodeled facilities, provided thirteen hours of daily service during rush periods at the beginning of each semester, and virtually eliminated long lines and turned away no evening students at closing time. The main campus increased the variety of school supplies and confections offered, and more than five hundred titles were available on the shelves at the beginning of each semester. For the first time the bookstore handled cap and gown rentals and announcement distribution for commencement exercises.

At the Airport Campus bookstore, service was maintained with reduced staff, but maximum service to all students was restored by the lifting of hiring restrictions. A textbook adoption policy instituted with faculty cooperation reduced returns and consequent freight costs, and gave students the opportunity to buy used books more often and to sell more of their books back at the end of the semester. Remodeling and renovation were completed by the installation of intrusion alarm systems.

Community Services

In 1983-84, West Los Angeles College Community Services offered non-credit classes, seminars, workshops, recreational activities and tours.

West anticipates that Community Services will continue to offer a vital service to the College by attracting the community to its array of ongoing classes and services. Four faculty members were selected by the Academic Senate to serve in an advisory capacity with staff and community members; registration and financial processes were computerized and part-time staff were trained to use the new service; and summer session was altered to offer pre-and post-Olympic programs for Westside residents. The streamlined organization promises vital services and future opportunities, but adequate staffing is essential to fulfill this promise.

Non-Credit Classes. Community Services earned approximately $250,000 and was able to cover staffing costs and contribute some profits to related projects. A Project Supervisor, shared with Southwest College, helped fill the void caused by staff cutbacks and helped to maintain the strong support for the variety of programs developed to accommodate community interests. A variety of subjects was included in the approximately 160 offerings each quarter; these ranged from business, professional and technical topics to leisure interest and performing arts. Enrollment in non-credit classes totalled 5,852 for the year, down 15% from last year.

Special Services. Community Services sponsored remedial and enrichment programs for children and a number of workshops offered in conjunction with the Internal Revenue Service. Participation in tours increased 12%, from 329 to 369.

Administration and Planning

Long-Range Planning. The College is working to implement an effective planning process that will drive all aspects of the institution. A reorganized Planning and Priorities Council will oversee the entire process including program development, budget, and evaluation of instructional and non-instructional programs. The Council, composed of campus and community representatives, will work through subcommittees and task forces. It will reexamine the mission and goals of the College in the light of well-defined educational needs. External and internal needs analyses and a systematic approach to program evaluation for all College operations will include frequent information updates. When fully implemented in 1984-85, the budget process should be a routine outcome of the planning process.

Major Research Projects. Limited personnel restricted extensive campus research activities, but the District has helped to provide essential information. The importance of research becomes increasingly apparent as the search for outside funds increases. For example, the Ford Foundation grant demanded extensive information about students and the community. The College will continue to try to develop such information.

Special Fund Development. The Planning and Development Office has emphasized support for improving transfer and liberal arts education. The $25,000 Ford Foundation grant funded a program to improve transfer opportunities for minority students and women by strengthening interaction with local high schools and the University of California at Los Angeles (UCLA).

A small Cooperative Education Grant funded a job development program for students in liberal arts areas and an application for a larger grant was submitted. Five Instructional Development grants were received from the State; one funded the redevelopment and relocation of the foreign language laboratory. A preliminary proposal for a three-year Fund for the Improvement of Postsecondary Education (FIPSE) grant to improve critical thinking aspects of the curriculum was accepted and a final proposal was submitted for full funding.

A decision was made this year to convert the existing West Los Angeles College Foundation into an auxiliary organization under District guidelines. This decision was made jointly by the officers of the Foundation and by the College. Necessary revisions of corporate documents have been agreed upon and preliminary action to accept the Foundation has been taken by the Board of Trustees. Final action is expected in November, 1984.

Other Projects/Reports/Activities. During the manpower freeze the College recruited volunteers from the Culver City Senior Citizens Organization to help staff various campus operations.

West Los Angeles College initiated a marketing task force to increase visibility with high school seniors and the community. Project Thrust, as it is called, uses teams of staff and students to visit feeder high schools, meeting with students to discuss programs available at WLAC, distributing informational packets, and inviting the career and college advisors to the College. Project Thrust will continue as an ongoing effort.

At an All-College Advisement day, counselors and faculty met with students outside the regular counseling environment to discuss their careers, majors, programs, or other educational interests. It was a relaxed, drop-in concept where no appointments were necessary.

Twice a year, the University of California system, California State University system, and private colleges and universities are invited to the College to provide information about admission requirements, application procedures, academic programs, educational requirements, financial aid, and scholarships. Approximately 35 institutions sent representatives to the sessions, which are open to the public.

Public Information. President Fujimoto and his assistant visited several newspapers and radio stations in the area to establish a good rapport with the media and to build a closer relationship between the editors, managers, and College personnel. This personal relationship encouraged the media to be more aware of the College and thus more inclined to print its news releases. As a result, Dr. Fujimoto was interviewed by two radio stations, and the weekly newspapers have called the College for news items and general inquiries.

All information regarding West Los Angeles College was distributed directly to six daily and weekly newspapers and four radio stations. Press releases were sent to the District Office for distribution. Approximately 75 news items were released.

Community Relations. Both the marketing effort and the Ford Foundation grant increased articulation with high schools. Several meetings with high school counselors and officials enhanced this endeavor. Faculty and staff were involved in discussions and meetings with UCLA and with California State University at Dominguez Hills.

College personnel have joined various organizations in the community, and community relations were strengthened by having members of the College staff belong to service organizations in the area, including Venice and Culver City Chambers of Commerce, Rotary, Lions, and Optimist. College and community representatives cooperated in several capacities to improve educational functions. They served on advisory and scholarship committees, guided the College Foundation, and engaged in the "Round Table" and other group discussions.

Community organizations have been encouraged to use facilities for mutually beneficial purposes. Culver City uses them extensively and KACE Radio station used the football field to promote its concert-in-the-park and the College. The community was invited to attend Multi-Cultural Week, a week-long celebration, and surrounding schools sent their pupils to watch the festivities.

To improve communications, a new phone system was installed that allows the public to call directly to a particular activity location. Direct calls save time, increase efficiency in handling communications and give the community a better impression of the College.

Administrative/Fiscal Services

Facilities. A new language laboratory, funded in part by loans and grants from the State Instructional Development Grants and from Rockwell Corporation, is being installed and integrated into the Learning Resources Center. The former laboratory will be available for other instructional uses. At the Airport Center, the capacity of the sheet metal laboratory was doubled by a rearrangement of the work area to create a space more similar to actual industry characteristics.

Plant Operation and Maintenance. Regular maintenance was seriously affected this year by personnel cutbacks and the lack of funds. A number of major programs or jobs had to be deferred, many for the second or third year. Included among them are the gas and water supply system checks, the asphalt preventative maintenance program, exterior trim painting, walk deck maintenance, relining of hot water tanks, cable replacement on the LRC computer, art gallery improvements, and the leaking roof repair on three classroom buildings and the LRC. Operations in custodial services and gardening have been affected by personnel cutbacks, but remaining staff have tried to maintain the campus as well as possible.

Reduced maintenance funds for plant facilities caused a 65% increase in trouble calls over the previous year; many could not be handled.

Security and Safety. The serious personnel problems of the Safety and Police Services Office persisted in 1983-84 with the number of officers and clerical staff down by one-third over the past several years. Part-time student workers performed clerical duties. In spite of the smaller staff, the office handled more than 30,000 service calls and assumed responsibility for administering first aid and reporting occupational injuries and illnesses. Incidences of reported crime during 1983-84 remained the same as in previous years.

Energy Conservation. Plant Facilities received recognition for its energy conservation efforts, including an award and over $2,000 from Southern California Edison Company.

Budget. The College has lacked a College Fiscal Administrator (CFA) since April, 1983. Those duties were divided between an assistant dean and intermediate accountant, an expedient but obviously temporary solution. Although a temporary CFA assignment was made later in the year, other Business Office personnel have had a turnover rate of almost 80%, which affected the ability of the Office to provide services in a timely manner.

The Business Office adapted well to the on-line registration process, thus helping to make the transition a successful one for the College. A program of staff training and increased cooperation with the Admissions Office has also been successful. A more rigorous collection effort on bad checks increased the percentage of recoveries over the past rate.

Personnel Services

Procedures and Record Keeping. Personnel and payroll functions were integrated into the Business Office operations during the year. Business Office personnel review all requests for personnel assignments to insure sufficient funds and proper salary distribution coding; the number of rejects has been substantially reduced.

Affirmative Action. Despite budget reductions, retirements, and the employment freeze, affirmative action remained a high priority for the administration and staff. The annual report for 1983-84 described West Los Angeles College's current profile in all major categories; reasonable balance was maintained in college-wide efforts to meet or exceed established goals. As financial conditions improve in 1984-85, the internal structure, advisory committee, and administrative processes are in place to allow the College to continue supporting the principles, practices and policies of the affirmative action program.

Staff Relations/Labor Concerns. The College has adapted well to the different collective bargaining agreements affecting the staff, and labor-oriented problems have been rare. Although a few grievances were presented during the year, most have been resolved at an early stage and none have proceeded to arbitration.

Staff Development. A reduction in campus-oriented programs occurred this year, in comparison to 1982-83. Staff development efforts focused upon increasing levels of productivity by classified staff and the involvement of certificated staff in counseling, advising, and recruitment of students into various academic programs. Results of the two All-College Advisement Days that occurred during the year indicate that improved retention of current students was a by-product; faculty and student comments indicated strong support for the continuation of the program in future years.

At the Airport Center, the division chairman instituted a program of staff development in which faculty meet each week to discuss issues that pertain to the Airport Campus. Among the items producing action were: a) a formal maintenance and rehabilitation program surpassing industry standards for aircraft on the site; b) a safety procedure for test cell use; c) a safety procedure for aircraft engine run up; d) a general clean-up of the labs as part of regular class activities; e) instructor upgrading through visits to industry (Hughes Electronics); f) a recruiting program by faculty to high schools' industrial arts classes, career days, and job fairs; and g) a more stringent grading standard to be implemented in Fall 1984.

SUMMARY

The 1983-84 academic year has not been routine in any respect. It has been a year which emphasized the necessity of careful and continuous planning by the College to maintain essential programs and services in times of difficulty. The implementation of a refined planning process with broad participation of staff and community will address the personnel, curricular and physical problems that have emerged during this year. The College has learned by the experiences of this year and, having learned, will face the future with hopes of avoiding a similar situation again.

It would be manifestly untruthful to indicate that there have been no or few problems this past year. There have been many; most were caused by the fiscal crisis affecting all community colleges. The reductions in personnel, funds for maintenance, alterations and improvements, material, and, most importantly, instruction, have had a serious effect on the services of the institution and also on its image in the community. Fiscal uncertainty also created various degrees of morale deterioration in the faculty and staff. These concerns are being addressed by our marketing and staff development efforts.

At the same time, there have been many positive developments of which the College can be justly proud. On-line registration was installed and has worked well; mail-in registration was implemented and has reduced lines and time. The assessment portion of Project ACCESS has helped counselors and faculty guide students to improvement in reading, writing, and mathematics. West has made new overtures to feeder high schools, to neighboring four-year universities, and to its community with successful results. Although on a reduced scale, the College has been able to maintain all its services. Most importantly, it maintained a high quality of instruction, which is the College's reason for being and its particular pride. In a time of many difficulties, the faculty and staff at West have accomplished a great deal for the benefit of the College and its students.

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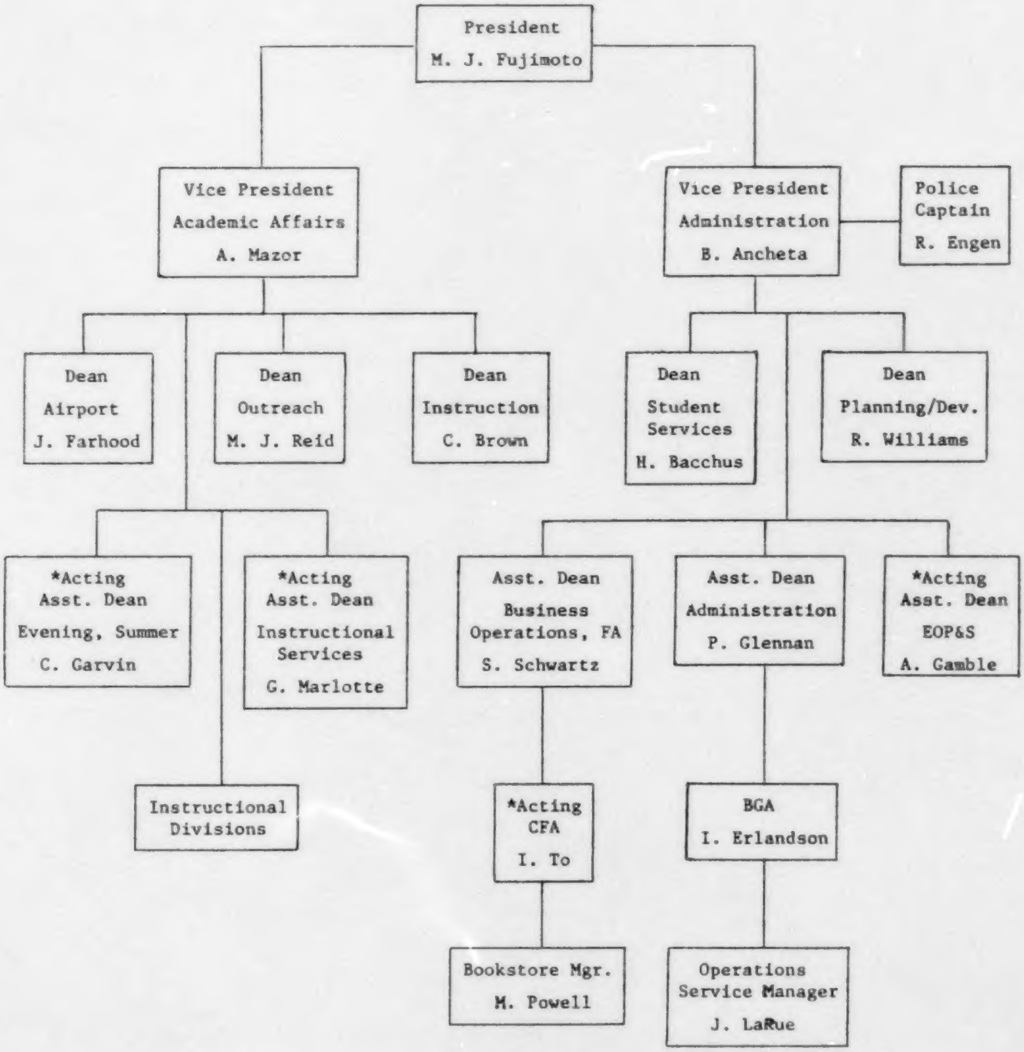
West Los Angeles College 1983-84 Organization Chart


President
M. J. Fujimoto
Vice President
Academic Affairs
A. Mazor
Vice President
Administration
B. Ancheta
Police
Captain
R. Engen
Dean
Airport
J. Farhood
Dean
Outreach
M. J. Reid
Dean
Instruction
C. Brown
Dean
Student
Services
H. Bacchus
Dean
Planning/Dev.
R. Williams
*Acting
Asst. Dean
Evening, Summer
C. Garvin
*Acting
Asst. Dean
Instructional
Services
G. Marlotte
Asst. Dean
Business
Operations, FA
S. Schwartz
Asst. Dean
Administration
P. Glennan
*Acting
Asst. Dean
EOP&S
A. Gamble
Instructional
Divisions
*Acting
CFA
I. To
BGA
I. Erlandson
Bookstore Mgr.
M. Powell
Operations
Service Manager
J. LaRue

*Limited Assignment

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